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ABSTRACT

A three-year project, Pathfinder has concluded its second year of providing community-based, on-site career experiences to young people who have left high school either as graduates or dropouts and who wish to explore careers within a framework of occupational clusters. During the year from September, 1977, to August, 1978, 172 students received guidance, counseling, instruction in basic skills, or work experience. To evaluate the program's achievements for this time period, the following procedures were used: a followup survey of some previous year's clients; a pre- and post-assessment of development in basic skills, career knowledge, and decision-making; community site personnel questionnaires; interviews with second-year clients; and site visitations. Based on the evaluation data collected, it was concluded that (1) the project is functioning very satisfactorily; (2) the number of clients being served has increased significantly in the second year; (3) those who have completed the program indicate satisfaction with it; (4) participants' mathematical achievement levels were raised; (5) career counseling and assessment are considered particularly valuable; (6) the project staff has an excellent relationship with community site personnel; (7) dissemination efforts were increased; and (8) recordkeeping improved. Areas for future improvement include greater emphasis on basic English skills, a more efficient feedback system from former students, and the initiation of small group learning situations. (ELG)

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SECOND INTERIM REPORT

Project Number 502AH60061A

Grant Number G08-76-00114

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Pathfinder: Exploration through a Cluster Structure Linking Business, Manpower Agencies and Vocational-Technical Education by Broadening Information, Aspirations, and Career and Educational Opportunities

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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Clayton D. Carlson, Project Director
120 Third Street Southwest
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August 31, 1978

CE 018 258

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PREFACE

Experience Based Career Education (EBCE) has become the cornerstone of the career education movement. Fostered at the Federal level by four national models, the projects in each state and territory have taken their own unique direction.

The Pathfinder Project serves a cross section of adults and young adults--any individual at least 16 years of age not enrolled in a high school.

During its second year of funding, Pathfinder continued to serve young people who had left high school prior to graduation and were seeking direction for their futures; individuals desiring to identify their interests through testing and counseling; those seeking direction for education and employment; handicapped workers wanting to chart a new occupational course; adults preparing to re-enter the labor market; people seeking to correct deficiencies in basic education skills; and individuals wishing to improve their employability. Nearly all of the 172 clients served by Pathfinder during the second year wanted to learn more about work through personal experience and observation.

Much has been learned about the employment, education, and training needs of the area population. A wide range of materials, equipment, and information has been added to aid the staff in providing individualized programs for students. Project resources have been broadened through the expertise and facilities available in the community.

The experiences of the second year have served to refine and improve the program, which enables the staff to better serve clients in the third project year.

REPORT SUMMARY

A. Time Period Covered

This report covers the period from September 1, 1977, through August 31, 1978.

B. Goals & Objectives

The following major objectives are to be accomplished:

Student - Enhance self-concept, set and develop personal goals, relate to others, eliminate sex-role stereotyping, improve life and basic skills, understand job clusters and families, develop expertise in consumerism.

Project - Involve community in the educational process, provide student experiences that will facilitate decision making, develop a transportable EBCE model.

These goals and objectives are accomplished through the use of basic skills training, guidance and counseling, testing, work experience simulation, and actual on-site experience in the community.

C. Results & Accomplishments

A diverse student population, from the standpoints of age, sex, ethnic background, ability, and motivation was served this year. A total of 172 students received guidance and counseling, instruction in basic skills, or work experience.

Additional units providing simulated work and training experiences were purchased to supplement existing equipment and materials. Procedures were developed and materials acquired to enable the staff to carry out the objectives of the project.

D. Program Evaluation

The Pathfinder Project is effectively meeting its major objectives. The evaluation findings suggest a well-developed, meaningful program for the participating students.

E. Conclusions, Implications, and Recommendations

The second project year was a time of refining policies and improving instructional resources to better meet the needs of students. The need for the kinds of services Pathfinder has to offer was reflected in the diverse student population served during the second year. The project has the flexibility to meet the needs of adults in work exploration, guidance and counseling, and in basic educational skills.

A. ACCOMPLISHMENTS

PROBLEM AREA

Socio-Economic Conditions. South Dakota, with a large land area and a relatively small population, is the 16th largest state. Its 1970 population of 666,257 ranks 44th among the states. Population density ranges from 117 persons per square mile in Minnehaha County in the southeast to less than one person per square mile in Harding County in the northwest. With an average of 59.5 persons per square mile, only six states have a lighter population density. One of the most rural states, about 55 percent of the population lives on farms and ranches and in small towns. This is more than double the national average of 26.5 percent rural.

Slightly more than 5 percent of South Dakota's population is non-white, and of this number 92 percent are American Indians. Approximately 11 percent of all persons between the ages of 16 and 64 are disabled or handicapped in some manner. Nearly 47 percent of all residents 25 years old and over have completed less than four years of high school.

Three major socio-economic problems exist in the state:

Out Migration. There was a net out-migration of 92,560 people between 1960 and 1970. South Dakota has been experiencing heavy out-migration of young adults for several decades, and projections indicate this trend will continue through the 1970's. Declining population and an undiversified agricultural economy have operated in tandem to create grave imbalances which have a negative effect on incomes, business, schools and services, and the quality of life in general.

Un-employment and Under-employment. Pockets of high unemployment exist in the state, particularly on the Indian reservations, and under-employment results from the many people who work at part-time jobs because full-time employment is not available to them. Others work at jobs where their skills are under-utilized.

Low Per-Capita Income. The state's per-capita income has historically lagged that of most of the states. In 1970 it was 85.5 percent of the Plains States average and 80.7 percent of the national average. Data from the 1970 census shows that 18.7 percent of all persons in South Dakota have incomes below the poverty level.

Responsive to Need. The Pathfinder Project respresents a response to the need to help the unemployed, underemployed, or undecided person obtain skill training and orientation to the world of work.

Many students complete their final year of high school without definite goals. They are likely to remain in their home community at a low level of employment because of their lack of information about work and training programs.

Other people frequently make wrong choices and enter educational programs for which they are not suited, resulting in failure and frustration.

The sponsoring agency is the Watertown School District No. 14-4, which includes the Lake Area Vocational-Technical Institute (LAVTI).

Watertown is the largest community in northeastern South Dakota, with a population of some 15,000. It is the trade center for more than 100,000 people in the surrounding agricultural region. While the economy is agriculturally based, the city serves as a wholesale and retail distribution center, and has a wide range of businesses, industries, medical facilities, and government agencies.

Two exemplary Part D Career Education projects have been conducted through the school district since 1970. LAVTI has an enrollment of 718 students in 25 course offerings. A Multi-District Vocational Center, with an enrollment of 450 11th and 12th grade students from 10 communities is located in Watertown.

Project Description. Vocational Education Act Planning Grant Funds resulted in a proposal for the Pathfinder Project, funded as a program of the Watertown School District No. 14-4, on September 1, 1976. Four staff members from previous career education projects stayed on to operate this new direction in career education, entitled:

> Pathfinder: Exploration through a Cluster Structure Linking Business, Industry, Manpower Agencies, and Vocational-Technical Education by Broadening Information, Aspirations, and Career and Educational Opportunities.

Three key student objectives are: Develop an appreciation for the uniqueness of each individual and a proficiency in relating to others; eliminate sex-role stereotyping by being free to explore or engage in any occupation; be capable of understanding the world of work, with a broad perspective on opportunities and a specific focus on one or more clusters of occupations, together with knowledge of the educational and occupational pathways that lead to them and of the work and ways of life they involve.

The project serves the unique needs of South Dakotans, and encompasses successful career education techniques and materials developed in earlier projects. Pathfinder is designed to help individuals learn more about themselves, experience various kinds of work, and explore avenues of training and education that will lead to employment. Activities are geared to individual needs, abilities, and learning styles, with goal setting and decision making emphasized.

Students spend part of their time on learning sites in local businesses, industries, or public agencies, guided in their learning by working adults. Learning resources encompass the people, equipment, and facilities at a wide range of employer and community sites.

Population Served. Pathfinder is open to anyone over 16 not enrolled in a secondary school program. Information and methods are disseminated to other area vocational-technical schools and to interested high schools.

Population served includes those wanting to explore career and training paths in line with their interests, aptitudes, experience, and values. Examples include women re-entering the labor market, unemployed persons needing to refine their job-seeking skills, the under-employed and dissatisfied worker, individuals seeking mid-life career changes for various reasons, and young people leaving high school.

Unique Effort. As a unique effort, during the first year Pathfinder had no reservoir of experience to draw from since the four national models were high school oriented. As a result, in May 1977 the project modified its approach, but not its goals, for serving individuals to:

- Provide specific, short-term assistance to agency clients in such areas as interest testing, resume writing, job interviewing, job application forms, and career research.

- Offer an intensive program for a wide range of clients. This ongoing phase of Pathfinder covers career exploration, life skills, job seeking skills, hands-on exploration with on-site career mini-units, career research and exploration, and intensive two-day programs during the summer months for high school age students.

- Serve clients on a one-stop basis for information on careers or education. Pathfinder also serves those desiring to visit the project site at will to strengthen such skills as typing or to work through career mini-units or view films and filmstrips on jobs and work attitudes.

Relates to Jobs. Experience based career education aligns with the needs of society and relates directly to the job scene. Students are given the opportunity to understand the role of work in society and the range of jobs that exist by learning about job clusters, job families, and specific jobs. They learn how to understand themselves as a basis for setting personal goals and planning ways for self improvement.

Experience gained at work exploration sites is tied to examining work and education alternatives, making decisions related to work, education, and life style. Through their "real world" interaction with people on job sites, in the Pathfinder setting, and at the Lake Area Vocational-Technical Institute, Pathfinder students learn about occupations, about life, about other people, about themselves. They gain competence in the everyday skills needed by all adults.

Employability skills requires an understanding of what makes one employable, and this approach will be built upon assessment of the student's interests, abilities, likes and dislikes, and goals. A variety of activities is provided in this area to help students better prepare themselves for job placement. Topics include how to enter the world of work -- job choices and opportunities, applying for a job, and progressing on the job.

Psychology for Life and Work. The ability to understand and cope with everyday interpersonal relationships is an important part of a happy and successful career. This personal effectiveness includes understanding and influencing others, how others know you, and knowing your values, interests, aptitudes, abilities, and personality. Instruction includes assistance in values clarification and in developing decision making skills.

Career Exploration of Clusters. Many people are undecided or totally unaware of what they want to do, or of their ability to succeed in the world of work. Through intensive counseling, testing, and exploration, students are able to identify their career path. Career exploration includes enrollment in a short-term vocational program, community work observation and training, and a self-search through vocational packets.

Exploration ranges from an analysis of occupations within one cluster to jobs within several clusters. Students also become aware of the satisfactions of work, and learn more about the American economic society.

Participants include the following:

(a) Young people who have recently left high school, and who want to explore various careers, avenues of training, education, and employment prior to making a vocational commitment.

(b) Others who want to re-examine their life objectives through involvement in self-assessment activities, job exploration, training, education, and exploration of employment possibilities.

(c) Individuals who want to examine and have experiences in the course offerings of any of the state's vocational-technical schools.

(d) Those who want to participate only in the self-assessment portion of the program as a basis for decision making.

(3) Students currently enrolled in LAVTI who want to strengthen their basic or life skills.

The problem area faced by the Pathfinder Project is to serve those individuals having needs for information about opportunities in education and employment, and the pathways leading to these ends, with the information and experiences that will enable them to set appropriate and realistic goals and make and act upon the decisions that will help them make the highest and best use of their abilities and aspirations.

A collaborative effort on the part of the employment and education communities to build a program of Experience Based Career Education upon the foundation that already exists in the community is needed. Business and industrial firms must become more directly involved in program planning processes, and must be used as educational resources. A recent analysis of student needs in South Dakota indicates that many of the stronger needs are in the areas of counseling, guidance, and placement. There is a need on the part of both education and the community to assist out-of-school individuals with the needs that they feel most acutely: gaining insight into self; observing, experiencing, and evaluating adult roles; identifying their interest and aptitudes with job cluster; developing competence in making decisions related to education, training, and work; and gaining expertise in those social, judgmental, and communication skills required for choosing, changing, or advancing within an adult environment.

SPECIFIC GOALS AND OBJECTIVES

Pathfinder's purpose is to provide community-based career experiences to young people who have left high school either by graduation or by non-completion, and who wish to explore careers through on-site experiences in the community within a cluster structure. It will also serve young people who have special needs in basic and life skills. Personal decision making will be emphasized, and exiting students will enter the education, training, or work option best suited to their individual needs and aspirations, at any geographic location.

Pathfinder was written for NIE program priority area 2, and serves the unique needs of the Watertown community and of South Dakota. It reflects the needs of young people in the region, and encompasses the successful career education techniques and materials developed in earlier career education efforts in the community and state. However, Pathfinder contains many elements of the Community Experience in Career Education (CE)2 NIE Model in EBCE at Tigard, Oregon. Student evaluation materials from the Appalachia Educational Laboratory's EBCE Model at Charleston, West Virginia, are also used in the project.

The following specific objectives will be met: Student -- enhance self-concept, set and develop personal goals, relate to others, eliminate sex-role stereotyping, improve life and basic skills, develop competency and job-seeking skills, understand job clusters and families, develop expertise in consumerism. Project -- involve community in the education process, provide student experiences that will facilitate decision making, develop a transportable EBCE model.

Special Project and Student Objectives and supporting activities are detailed in Part B, Major Activities and Events.

SUMMARY OF GOALS AND ACCOMPLISHMENTS

The methods employed during the second year to accomplish student and project goals are listed below.

Student Objectives

A. Self Concept

- Revised "Decisions for Living" booklet
- Testing instruments: Self-Directed Search, Minnesota Importance Questionnaire, Wide Range Achievement Test, Strong-Campbell Interest Inventory
- Basic skills development

B. Personal Goals

- Personal counseling
- Discovery of life styles through filmstrips, films, printed material, discussions, job site experiences

C. Relating to Others in Society

- Counseling
- Job site experiences

D. Eliminate Sex Role Stereotyping
  - Conference on "Women in the South Dakota Workforce"
  - Work exploration units
  - Job site experiences

E. Improvement of Life Skills and Basic Skills
  - Testing instruments: Wide Range Achievement Test, Gray-Oral Reading Test, Cambridge Introduction to Arithmetic Diagnostic Test, English 2600 series

F. Competencies
  - "Career Competency" units: telephone use, personal finance, safety, insurance services
  - Work exploration units
  - Job site experiences

G. Understanding of Occupations and Job Clusters
  - Introduction of second year clusters: business, marketing, and office occupations; communications and media; manufacturing and processing; public service
  - Implementation of McKnight Career Information System
  - Skill development in filling out job applications and resume writing

H. Expertise in Research and Consumerism
  - Money management activities
  - Use of SD Job Service and SD Job Bank
  - Awareness of services of other helping agencies

Project Objectives

A. Community Education Involvement
  - News and feature stories
  - Contact with advisory council, helping agencies, and employers
  - Aid in surveys to determine needs

B. Dissemination and Project Transportability
  - Slide/tape presentations developed with Southeast Vocational-Technical School in Sioux Falls, SD; Mitchell Area Vocational-Technical School in Mitchell, SD; the University of South Dakota at Springfield
  - Letters to area counselors and potential dropouts
  - Work unit development with instructors at the Lake Area Vocational-Technical Institute
  - Newspaper ads and features

C. Employer/Instructor Development
  - Development of Interview/Overview Guide, Work Unit Evaluation, and Work Experience Evaluation
  - Letter to employers
  - Continued staff contact with employers and sites

D. Specific Educational Purposes through Curriculum
  - Personal counseling
  - Testing
  - Student assessment of self interests and potential

E. Site Utilization
  - Development of job sites
  - Interview/Overview Guide, Work Unit Evaluation, Work Experience Evaluation

B. MAJOR ACTIVITIES AND EVENTS

PROJECT DESIGN AND PROCEDURES

The project director reports to the superintendent of the Watertown Independent School District No. 14-4. The project proposal was approved by the State Board for Vocational Education, and project activities are monitored by the State Division of Vocational-Technical Education.

This project was written for NIE Program Priority Area II, and contains many elements of the Northwest Regional Education Laboratory's Community Experiences in Career Education (CE) 2 model at Tigard, Oregon. Student evaluation materials from the Appalachia EBCE model at Charleston, West Virginia are also used in the project. In addition, the project is drawing from the experiences and materials from two other Part D career education projects conducted by the local school district, and from other programs in the upper midwest that will help the project meet its objectives.

The Pathfinder Project is designed to provide community-based career experiences, personal assessment, and assistance in strengthening basic and life skills. Decision making is emphasized, with exiting students entering the education, training, or work option best suited to their individual needs and aspirations.

A 13-cluster structure will be phased in over a 3-year period, beginning with six clusters the first year. During years two and three the cluster phase-in will encompass the course offerings of the other schools in the state vocational-technical system. The Pathfinder Project will also serve as a demonstration-diffusion model for these schools.

Education-Work Roles. A collaborative process between the education and work communities is being established, facilitating their meeting the needs of youth pointed out by former Secretary of Labor Willard Wirtz: gaining insight into self; observing, experiencing, and evaluating adult roles; obtaining not only the specific skills requisite to employment, but also those broader social, political, judgmental, and communication skills required for choosing, changing, or advancing within an adult environment.

Implementation Procedure. Pathfinder students are provided with experiences at the project site and in the community to help them develop an appreciation for the dignity of all jobs. They learn that each worker is unique, making a valuable contribution to society.

Pathfinder students are exposed to non-traditional job roles through audio-visual and printed materials, and through simulated and real work situations. They are placed on job sites where they observe and perform non-traditional male-female work tasks, thereby gaining an appreciation for the variety of jobs within the capabilities of the individual worker.

Students, who range in age from 16 years to middle age, are assisted in setting work and educational goals based on a format of 13 occupational clusters. Through testing, counseling, and experience enrollees identify one or two clusters of personal interest, then identify and explore specific occupations.

The relationship of work to lifestyle is stressed, and this relationship is a focal point as the student develops short- and long-term goals.

Cluster Approach. A cluster phase-in has been developed over a three year period. Six clusters were introduced during the first year, and 4 clusters were added during the second project year.

First Year -- Cluster 1, Agri-Business and Natural Resources; Cluster 4, Consumer and Homemaking; Cluster 6, Health; Cluster 8, Personal Service; Cluster 11, Science, Environment, and Engineering; Cluster 12, Trades.

Second Year -- Cluster 2, Business, Marketing, and Office Occupations; Cluster 3, Communications and Media; Cluster 7, Manufacturing and Processing; Cluster 9, Public Service.

Third Year -- Cluster 5, Fine Arts and Humanities; Cluster 10, Recreation, Tourism, and Leisure Time; Cluster 13, Transportation.

Student Selection. The guideline for selecting students for the Pathfinder Project is generally the same as those for admission to the Vocational-Technical schools in South Dakota: over 16 years of age and out of high school, with potential for benefiting from the program.

Elimination of Sex-role Stereotyping. Sex-role stereotyping is eliminated by (a) exposing all participants to non-traditional job roles; (b) encouraging students to consider all types of careers and make choices based on their interests and abilities rather than on their sex; (c) giving opportunities to students to choose non-traditional job roles; and (d) helping students raise their level of respect for others, regardless of their sex, color, ethnic background, or value system.

Sex-Fair Guidance, Counseling, Placement & Followup. Project and student outcome objectives have been formulated to help resolve sex bias in counseling, placement, and followup. Examples of such objectives are (1) work site experiences that go beyond merely acquiring career information, but will encompass the use of that information in re-examining opinions and alternatives, and in making decisions related to work, education, and life style goals; (2) guidance, counseling, and placement services are an integral part of the cluster phase-in process, which encompasses both traditional and non-traditional job roles.

Safeguards with Respect to Work-Related Activities. Under the South Dakota Labor Code and the South Dakota Education Code, students in non-paid work experience or occupational training classes in the community are covered under the Workmen's Compensation Laws. The activities and length of time spent by students on job sites will be regulated to guarantee that they remain in a non-productive observer-trainee status. Students will also be covered by regular student accident and health insurance. The Watertown School District provides specific coverage in the areas of transportation, liability, and buildings.

Third Party Evaluation. Dr. Allan Lindstrom and Dr. Marvin Scholten, staff members in the Education Department at South Dakota State University and an independent evaluation team, are the project's third party evaluators.

Unique Features. Unique features of the Pathfinder EBCE Project include: (a) the project is designed to serve individuals who are not enrolled in a secondary school; (b) participants encounter work related experiences in two settings: on job sites, and in the project facilities; (c) participants may be enrolled in a vocational-technical school or other training program and the Pathfinder Project concurrently to utilize certain services, such as personal assessment and analyses of the labor market; (d) individuals can enroll in the program for an indeterminate length of time, but will be encouraged to remain until their own goals are achieved.

Dissemination Procedures. Dissemination of the Pathfinder Project is being accomplished in the following ways:

1. Visits by the community resource director to potential work experience sites;
2. Placement of students on work experience sites;
3. Distribution of brochures to potential students, to the helping agencies, and to potential work experience sites;
4. Newspaper features;
5. Distribution of quarterly and interim reports to the Regional USOE, state educational agencies, and the ERIC System;
6. Direct contact with employers, Chamber of Commerce, service clubs, State and Federal agency personnel, school administrators and counselors, and prospective clients.

DETAILED GOALS AND OBJECTIVES

STUDENT OBJECTIVES

A. Outcome: Self Concept

--To develop a better understanding and acceptance of self.

1. Describe self in effective terms
2. Gain a positive feeling about self
3. Identify personal value systems
4. Identify and express needs
5. Publicly affirm personal values

Personal counseling was the primary means of working toward a better self image. Many Pathfinder students needed reinforcement and had to have their strong points emphasized. The entire staff took a positive attitude toward each student to help the individual gain an improved self image. This interaction and positive reinforcement included the use of student journals as a means of written communication. Various interest tests and diagnostic surveys were found to be an excellent point of beginning in establishing rapport with students.

An important development in personal counseling was the revision of the "Decisions for Living" booklet. The booklet contains a number of topical areas which are directly related to the needs of a majority of Pathfinder students. "Decisions for Living" includes activities related to goal setting and the improvement of self-concept. The booklet is now in its eighth year of publication and its third revision. Thousands of copies have been distributed in South Dakota, and copies have been requested from out-of-state career education programs.

Other testing instruments used included: the Self Directed Search, the Minnesota Importance Questionnaire, the Wide Range Achievement Test, and the Strong-Campbell Interest Inventory (merged form).

Many Pathfinder applicants had not finished high school. This caused many of them anxiety because they felt a need for some evidence of educational achievement to qualify for certain jobs. The initial freedom they may have experienced upon leaving school prematurely often developed into a situation of helplessness and confusion. Preparing for and completing requirements for the General Educational Development degree or earning high school credit instilled new hope and self-confidence, and contributed to a feeling of worth for many students.

B. Outcome: Personal Goals

--To become capable of making appropriate decisions and set goals with respect to life style and initial area of work.

1. Identify and evaluate alternatives in personal and career decisions
2. Distinguish between long- and short-term personal goals
3. Choose an appropriate initial area of work

Goal-setting activities were required of each student, with the staff helping the student work toward those goals. Students were encouraged to be realistic in setting employment and educational goals, since many preferred to remain in the immediate area where employment opportunities are often limited. Others tended to overreach their own abilities and become unrealistic in their aspirations.

The staff found that personal counseling helped individuals work through problems in personal and career decisions.

Most exiting students have chosen an area of work or training. Many have reinforced their earlier career goals by attending Pathfinder.

Employment outlook, length and kind of training or education required for various jobs, potential income, and student financial aids were discussed with students. They were also introduced to the life styles unique to various occupations. Life styles associated with the kinds of occupations under consideration were studied through filmstrips, films, printed material, discussions, and job site experiences.

C. Outcome: Relating to Others in Society

--To develop an appreciation for the uniqueness of each individual and develop a proficiency in relating to others.

1. Demonstrate a compassion for others
2. Describe and demonstrate the principles of good interpersonal communications, with emphasis on employer-employee relations
3. Recognize the right of any member of society to choose non-traditional jobs
4. Develop an appreciation for the unique contribution of every individual to the world of work
5. Develop an appreciation for the dignity of work

Through individual and group counseling, students were helped to perceive themselves as individuals with unique strengths and limitations, aspirations, likes and dislikes, and physical and emotional characteristics. Most Pathfinder students were successful in accepting and relating to other students and staff members. Each student was exposed to counseling and information relating to self-examination in terms of interpersonal relationships. Through these activities, they developed a means of communication valuable when relating to others.

Communication was enhanced through interaction with staff members, individuals on job sites, and with one another through use of journals in which students expressed themselves concerning their daily activities, interests, and problems.

By emphasizing the individual's right to explore and select non-traditional jobs, students came to recognize the rights of others in their job selections, while developing an appreciation for all kinds of occupations and the contribution each person makes or is capable of making.

D. Outcome: Eliminate Sex-Role Stereotyping

--To become free to explore or engage in any occupations regardless of former sex-role stereotyping

1. Expose both men and women to non-traditional job roles
2. Encourage students to consider all types of careers and make choices based on interests and talents rather than sex
3. Provide opportunities to choose non-traditional job roles
4. Raise each student's level of respect for others regardless of their sex, race, color, or value system

Materials used in Pathfinder were evaluated to ensure that they are not sex-biased. Work sample units were open to all students regardless of sex. Non-sexist testing materials were used. Students were exposed to non-traditional male-female occupational roles through work exploration units, materials, and job site experiences. They were required to work through all 13 occupation clusters used in the project, and were encouraged to engage in non-traditional job site experiences.

While all students worked with a variety of media materials and mini-units representing a wide variety of occupations, other means were used to reinforce this goal. For example, in February Pathfinder sponsored a program for the public entitled "Women in the South Dakota Work Force." The program was conducted by Mary K. Wagner, humanist-in-residence at South Dakota State University. The project invited students, staff, school counselors, agency representatives, and the press to attend the workshop. The local paper carried a news release inviting public participation.

A conscious attitude of non-sexism prevailed in working with students in all areas of their individualized programs.

E. Outcome: Improvement of Life Skills and Basic Skills

--To evaluate each student's academic strengths and provide an opportunity to complete high school or its equivalent.

1. Provide the appropriate learning experiences to strengthen basic skills
2. Give the opportunity to complete high school or its equivalent
3. Provide an intensified experience base for student life skills and basic skills project activities to further enforce perceptions of the relationship between learning and working
4. Help to develop general employability skills, including the ability to interact with adults and to recognize social, economic, and psychological factors influencing personal performance and job satisfaction
5. Help to identify and acquire some of the skills, knowledge, and attitudes required for specific jobs, if requested
6. Give opportunities for students to make a commitment for more time to explore areas of interest and need

A variety of testing procedures was used to determine level of skills, including: the Wide Range Achievement Test, the Gray-Oral Reading Test, the Cambridge Introduction to Arithmetic Diagnostic Test, and the English 2600 Series by Harcourt, Brace and World.

Many of the students coming to Pathfinder were aware of their needs in basic skill areas and were prepared to correct them. The learning coordinator did extensive work in this area, correlating available services with the school's Adult Basic Education Program.

Most students received daily instruction in some basic skills area. Some had high school diplomas, but needed to strengthen skills in certain areas. Others had not finished high school, and obtaining a high school equivalency (GED) certificate became an immediate goal. Sixteen individuals completed their GED requirements through Pathfinder.

Other materials were used in conjunction with basic skills equipment, including filmstrips and information on grooming and job-seeking skills.

Students were admitted into the program on an open-ended basis, and remained until their specific goals were achieved. Many came into the program with the specific intent of strengthening basic skills, and stayed to work through various career exploration units and to explore a number of occupations in the community. In addition to these explorations, students were helped to acquire information related to a variety of job clusters, families, and jobs.

F. Competencies

--To develop competency skills considered by the local community to be necessary for adults to function effectively in the community.

1. Provide learning experiences in the community itself
2. Provide an opportunity to learn from the knowledge and experience of working people in various fields, thereby expanding awareness of various career options and community resources
3. Develop an appreciation for the unique contribution of every individual to the world of work
4. Exercise skills and responsibilities in dealing with various kinds of adults in different community settings

Community learning experiences were provided several students, while the majority worked through simulated occupational units at the project site. Several "career competency" units are in use that provide learning interaction in basic skills, career information, and career competencies. Among these competency units, which were planned with the aid of several employers in the community, are units in telephone use, personal finance, safety, and insurance services.

Twenty-five new work exploration units were added to existing Pathfinder equipment. These units added to those developed earlier by vocational education teachers at the Lake Area Vocational-Technical Institute.

Several employers provided on-site information for Pathfinder students. Oftentimes, this contact consisted of an interview during which a student asked questions and gained information about a particular occupation.

Overall, any aspect of work exploration, whether in the community or at the project site, helped participants see how all work is interrelated in our society, and that the contribution made by each individual is unique and meaningful. Employer instructors were advised to treat Pathfinder students as responsible adults in all their work and interpersonal relationships while on the job site.

G. Understanding of Occupations and Job Clusters

--To develop an understanding of the world of work, with a perspective on opportunities and a specific focus on one or more clusters of occupations, together with knowledge of the educational and occupational pathways that lead to them, and of the work and ways of life they involve.

1. Identify several clusters of interest to self
2. Describe and demonstrate job seeking skills
3. Other job explorations as related to personal interest
4. Identify and pursue a career pathway
5. Construct a personal plan of occupational and educational endeavor
6. Identify personal career alternatives

A broad spectrum of information, in all media forms, was available to students. This information dealt with all levels of career exploration, from general exposure to a cluster to identifying and refining personal interests and goals.

Second year job clusters were introduced and implemented, these were: business, marketing, and office occupations; communications and media; manufacturing and processing; and public service. In addition to this, a new McKnight Career Information System was implemented. This system facilitates the cataloging of all films, filmstrips, books, looseleaf materials, work samples, and community exploration sites. The system is based on the worker trait group concept developed by the Appalachia Educational Laboratory in Charleston, West Virginia. Once completed, a single card is used to locate all information about a specific career.

Students were exposed to occupational clusters according to (a) the phase-in procedure; (b) their interests and aptitudes; and (c) goals, as expressed in lifestyle desires. Every student activity was keyed to an understanding of the world of work, helping a student focus on an occupational cluster and a specific occupation. Most students were acquainted with filling out job application forms, writing letters of application, and developing a resumé. In addition, the staff aided students in developing a personal plan of action related to career goals.

H. Outcome: Expertise in Research and Consumerism

--To become capable of identifying and using available services such as the South Dakota Job Service, education and vocational opportunities, job banks, and labor projection statistics.

1. Demonstrate a knowledge of credit buying
2. Demonstrate a knowledge of consumer responsibilities and practices
3. Demonstrate knowledge of money management, budgeting, and bank services
4. Apply job seeking and career researching skills
5. Understand and effectively use community services

Younger students spent some time working on money management activities. The revised "Decisions for Living" booklet proved helpful in these activities.

Older students generally had a better practical working knowledge of consumer affairs. All students interested in higher education were given the opportunity to tour schools of their choice.

All students were informed of the services provided by the South Dakota Job Service, including the South Dakota Job Bank listings, and were taught how to use these services.

Students not registered for work with the Job Service were assisted in doing so. Students were also informed of the services of other agencies, such as the Vocational Rehabilitation Office, Social Services, Mental Health Services, CETA, and the Bureau of Apprenticeship and Training.

PROJECT OBJECTIVES

A. Outcome: Community Education Involvement

--To develop an interrelationship between educational agencies and the community.

1. Establish and maintain effective two-way communication between the Pathfinder Program and its publics, including students, parents, employers, labor, educational institutions, and the community-at-large.
2. Generate community interest and support for the project
3. Provide, from within the community, the resources needed for student learning
4. Meet the information needs of the project participants and the general public
5. Help give community participants a vested interest in the project operations
6. Establish ongoing communication between the project and various agencies, organizations, and interacting groups

Community interest and support for the project was gained in many ways, including: continual involvement with the advisory council which is comprised of a cross section of individuals in public and private employment; timely news and feature stories; and personal contact by staff personnel with representatives of the helping agencies, and with employers and other interested and influential community sources.

Project Director Clayton Carlson, as a member of the South Dakota Advisory Council for Career Education, participated in the development of a proposed South Dakota Plan for Career Education. Hearings on the State Plan were held across the state in March, following a survey of some 10,000 South Dakota high school students. About two-thirds of the students indicated they needed help in areas related to career education. The state has developed a procedure for a local school district to follow in developing a master plan for career education.

The Pathfinder staff also aided the local office of the Boy Scouts of America in conducting a survey to determine career interests. Boy Scouts were polled, and their first and second career choices were included in Pathfinder projections.

Resources for student learning were provided from within the project, from the Lake Area Vocational-Technical School, and from the community. The beginning point for every student was within the project. He or she was exposed to assessment, guidance and counseling, careers, and various jobs through "mini-units" representing several occupational clusters. Observation opportunities were also available and utilized.

News features and stories, project outlines and abstracts, and brochures were used for community contact. Service to individual students was emphasized, with employer/instructors accepting the challenge of helping others through teaching and imparting job information; helping previously uncommitted students to gain a measure of success; and inspiring present employees through showing students how to handle a job.

B. Outcome: Dissemination and Project Transportability

—To provide a wholly or partially transportable Experience Based Career Education model for the use and participation of other vocational-technical schools or by private non-profit schools.

1. Assist other institutions in establishing the model in their environment during the second and third year of the project
2. Assist high school counselors in South Dakota in assessing student needs

One of the second year projects was to develop slide/tape presentations concerning the program offered by the Southeast Vocational-Technical School in Sioux Falls, SD; the Mitchell Area Vocational-Technical School in Mitchell, SD; and the University of South Dakota at Springfield, SD. The presentations were prepared and are now in use.

Letters were sent to area schools concerning potential dropouts, and reminding area counselors of the services offered by Pathfinder to students leaving school early.

Pathfinder worked in conjunction with the Lake Area Multi-District Vocational Center in establishing a jobs program to aid potential dropouts. They have hired a full time director to manage their part of the program, and Pathfinder has made its resources available to the 30 or more students enrolled in the program.

Pathfinder worked closely with several supporting agencies in the area during the past year. We accepted referrals from the Division of Vocational Rehabilitation, the Drug and Alcohol Referral and Treatment Center, the Mental Health Center, and the Division for the Visually Impaired.

Various newspaper ads and articles explained Pathfinder services and many informational meetings which were held.

The Compass newsletter and a Pathfinder poster were developed and distributed to educators, agencies, and other interested persons in the area.

C. Outcome: Employer/Instructor Development

--To provide site personnel with the staff support, program information, skill development, and contact with each other needed to guide, negotiate with, instruct, and evaluate students in the Pathfinder Project.

1. Maximize the potential of an employer-community site as a learning setting by focusing employer/instructors on their

instructional, supervisory, and guidance responsibilities and developing their ability to help students discover useful and relevant learning experiences.

Prior to and during student job site explorations, employers and those designated to work with students were briefed on Pathfinder through visits and printed information. Expectations, goals, employer responsibilities, and student responsibilities were discussed. Frequent follow-up was conducted by the community resource director during and following explorations to ensure student-employer-instructor understanding, and to secure on-going and final evaluation of the student. The student's job site experiences were also evaluated by staff through discussions and use of the student journal.

Several units were developed to serve as a guideline for employer/instructors working with students. These units include an evaluation format for the employer/instructor to follow in each area of activity. The project spans a wide range of businesses, and includes activity, resources, and results. Students and employer/instructors worked with these units during the year.

In addition, an Interview/Overview Guide was developed. Some employers are reluctant to have people come in on job observation for an extended period of time. The fact that there is widespread placement of students from the local Multi-District Vocational School (secondary) and the Lake Area Vocational-Technical Institute (post-secondary) is a stated factor in influencing this attitude.

The interview/overview technique was readily accepted by employers--there were no cases of refusal to work with a student on this basis. The average time for this experience was about 45 minutes. During this time, the student received a general orientation to the business or organization, usually by a key person in management, or by the department head. Specific areas of employment relating to the job site were discussed, along with entry level requirements, salary expectations, and availability of employment in that field. Employers were asked to key their discussion to the interests of the individual.

The community resource director called back after the interview and discussed the employer's assessment of the student's interest in and ability to succeed in a specific kind of work.

An outgrowth of the interview/overview is more in-depth exploration by the student in an area of known interest. Few employers object to having a genuinely interested individual spend some time in the organization questioning and observing the tasks of employees. A Work Experience Evaluation Form is used at the conclusion of these experiences.

A letter was sent to 72 employer/instructors re-informing them of Pathfinder and assessing their continued interest in participating in the Pathfinder program.

D. Outcome: Specific Educational Purposes through Curriculum

--Students will receive integrated, comprehensive experiences that will facilitate their decisions to enter education or training programs or specific work situations.

1. To provide comprehensive experiences to help students choose individual goals
2. Assist in developing individualized learning techniques that take into account each student's unique learning rate and style as well as individual interests, needs, and abilities
3. Exposing students to opportunities for examining and learning more about career alternatives
4. Assist students in capitalizing on the possibilities of ex-

periential "learning by doing" activities as a way of instilling greater relevancy and personalization into their experience in the project

5. Assist in actively utilizing community people and resources to better respond to both program and individualized student needs and goals
6. To encourage students to increase both their career and lifestyle decision-making skills through intensive participation in the planning of their individual learning
7. To assist students in focusing on the underlying processes and skills necessary for them to manage and direct their own learning experiences throughout their lives
8. To help students in combining learning experiences from all curriculum areas in such a way as to help them better perceive the interrelatedness of learning and its connection to their specific interests and goals

The initial step in goal setting began when a student entered the Pathfinder offices. The entire staff participated in an intake interview. This interview, along with counseling and interest testing, helped the student guage progress made in life up to that point. He or she was then encouraged to assess and evaluate strengths, weaknesses, and needs. Subsequent project site experiences in counseling, basic skills, information, mini-units, Lake Area Vocational-Technical Institute, and community experiences proved valuable in further individual goal-setting.

Student achievement was also measured by the Wide Range Achievement Test and the Gray Oral Reading Test. Other instruments used included: the General Aptitude Test Battery; the Strong-Campbell Interest Inventory; the Mooney Problem Check List; the Self-Directed Search; the Minnesota Importance Questionnaire; the Career Planning Profile by ACT; and the SRA Vocational Planning Survey. Life skills status was evaluated through administration of the Adult Performance Level Test by ACT.

Counseling, testing, and discussion resulted in students learning more about themselves in relation to career and training opportunities, and the problems they confronted. By learning about the student's status, learning rate and style, interests and needs, the staff was able to design a program tailored to the individual. Through these activities, students were helped to design and carry out their own learning experiences, both within the confines of the project and in the community.

E. Outcome: Site Utilization

--Utilize employer and site resources to provide individual students with personalized opportunities for exploring and refining career options, exercising basic skills, and achieving differences in student goals.

1. Students will be matched with sites to permit kinds and degrees of involvement to carry in relation to individual differences in student goals
2. To provide early analysis of the learning potential of Experience Based Career Education sites prior to prescribing student onsite activities
3. To provide ongoing liaison between site personnel and program staff to insure that site activities are appropriate to the site and the student; meet performance expectations negotiated by the student, staff and employer/instructor; and are supervised and recorded

Job exploration sites were developed on the basis of the individual student's interests, abilities, and goals. Although commitment for job site exploration was obtained from many employers, students were placed on sites only after negotiating with the employer for individualized experiences. Pre-analysis of job sites proved helpful in satisfying student needs, as well as facilitating the monitoring and evaluation of the job site experiences. Evaluation of site experiences was aided by the introduction and use of the interview/overview guide and the Work Experience Evaluation Form.

Other Activities and Events

A Career Enrichment Program was conducted at Pathfinder during the summer. The project was sponsored by the Department of Labor using Manpower funds. Pathfinder staff helped conduct the program and Pathfinder facilities were used in the project. A report on this summer Manpower program is included in an Appendix to this report.

Other activities and events included the following:

- Sponsoring a conference on "Women in the South Dakota Work Force," a look at non-traditional work roles
- Development of work sample units in conjunction with the staff of the Lake Area Vocational-Technical Institute
- Acquisition of 25 work sample units
- Receiving student referrals from the South Dakota Job Service, Social Services, Vocational Rehabilitation, Mental Health Center, Drug and Alcohol Referral Center, and the Codington County Detention Center
- Referral of students to the Job Service for counseling and placement
- Cooperation with the Job Service and the Department of Labor in developing a summer Career Enrichment Program
- Aiding the local chapter of the Boy Scouts of America in conducting a career interest survey
- Participation in the South Dakota Governor's Conferences on Career Education
- Development of materials for the purpose of dissemination

C. PROBLEMS

No problems developed in the areas of staff utilization or time requirements. Two problems did become apparent during the second year involving the over-all project.

First, it became apparent that retaining students in a voluntary program presents some difficulty. Because Pathfinder relies solely on voluntary time commitments and participation by clients who enroll in the program, encouraging clients to remain is often a difficult task. Efforts are being made to impress more strongly on the clients the importance of making a commitment to career exploration and basic skills improvement. The increased awareness of this problem has resulted in more staff counseling time devoted to encouraging clients to examine the benefits to themselves from remaining in Pathfinder.

The second problem involves the relocation of Federal supervision from Denver to Washington, DC. This has resulted in delays of communication between the Pathfinder Project and its officers in supervisory and financial matters.

D. PUBLICITY ACTIVITIES

The following items concerning the Pathfinder program were published in the past year.

Display ad, Watertown Public Opinion, Sept. 23 & 28, 1977.

Classified ads, Watertown Public Opinion, Oct. 2 through Nov. 13, 1977.

Pathfinder Project Description, NIE Update, January, 1978.

Classified ad, Watertown Public Opinion, Jan. 14, 1978.

Article on Jobs Program, Watertown Public Opinion, Jan. 19, 1978.

"Women in SD Work Force," Watertown Public Opinion, Feb. 3, 1978.

"Women in SD Work Force," Watertown Public Opinion, Feb. 10, 1978.

Article on Career Education Plan, March 3, 1978.

SPEDY & Pathfinder article, Watertown Public Opinion, Aug. 1, 1978.

Pathfinder Project Description, Center for Vocational Education at Ohio State.

During the course of the past year, the following people visited Pathfinder. The list includes representatives of various educational and support agencies.

Carla Kessler, Social Services, Watertown, SD

Karen Stengle, Social Services, Watertown, SD

Joy York, SD Job Service, Watertown, SD

Sherlock Hirning, Supt. of Schools, Henry, SD

Gary Widaker, SD Office of Vocational Rehabilitation

Mike Vogel, SD Department of Labor

Tom Blanchard, SD Department of Labor

Wally Feather, SD Job Service, Brookings, SD

Peter Grossman, SD Office of the Secretary of Education and Cultural Affairs

Mary K. Wagner, Humanist-in-Residence, South Dakota State University

John Whaley, Youth Employment Training Program Director

Vern Bak, Program Officer, USOE

Carl Glander, Job Service, Watertown, SD

Lee Sullivan, Job Service, Watertown, SD

Ken Sutter, SD Bureau of Apprenticeship and Training

Jim Pew, SD Job Service, Watertown, SD

Mike Elliott, Wyoming Department of Public Instruction

Jon Lincoln, Counselor, Hamlin High School, Hayti, SD

Harlan Konrad, Counselor, Watertown High School, Watertown, SD

Mary Diane McFarland, Counselor, Watertown High School, Watertown, SD

Ken Keck, Counselor, Clark High School, Clark, SD

Wanda Lightfield, Counselor, Florence High School, Florence, SD

Les Hellevang, Counselor, Grant-Deuel High School, Revillo, SD

F. J. Barrie, Counselor, Henry High School, Henry, SD

Max Nawroth, Counselor, South Shore High School, South Shore, SD

Francis Kearney, Counselor, Waverly High School, Waverly, SD

George Henry, Counselor, Castlewood High School, Castlewood, SD

E. DISSEMINATION ACTIVITIES

Project information and materials were furnished to the following agencies and organizations during the second project year:

The National Advisory Council for Career Education
The National Institute of Education
ERIC Central
The Center for Vocational-Technical Education, Columbus, Ohio
The Center for Occupational Information
Northwest Regional Educational Laboratory, Portland, Oregon
EBCE Program, Appalachia Educational Laboratory, Charleston, West Virginia
South Dakota Job Service
South Dakota Division of Vocational Rehabilitation
South Dakota Department of Social Services
South Dakota Industrial Development and Expansion Agency
Guidance and Counseling Departments at the University of South Dakota, and South Dakota State University
Vocational-Technical schools in Mitchell, SD, Watertown, SD, Sioux Falls, SD, and Springfield, SD
All area high schools
All area guidance counselors

In addition, requests were received every month from individuals desiring copies of the revised "Decisions for Living" booklet.

Most presentations by Pathfinder staff were made to groups and agencies outside the project site. The most important off-site presentations were made at the South Dakota Governor's Conferences on Career Education which were held in June, 1978. Pathfinder Project Director Clayton Carlson participated in both conferences, one in Brookings, SD, and the other in Rapid City, SD. On both occasions, a formal presentation was made which informed conference participants of the Pathfinder program and its goals and objectives.

F. EVALUATION

During the second project year, Pathfinder staff developed instruments for use in assessing job site experiences. These instruments are: the Interview/Overview Guide, the Work Unit Evaluation, and the Work Experience Evaluation. Because they were developed late in the project year, their implementation and effectiveness has not yet been adequately assessed.

The complete Evaluation Report of the Pathfinder Project is included in Section I of the body of this report.

G. PERSONNEL ACTIVITIES

Project staffing

Staff assignments remained essentially the same, except for the resignation of William Anderson, Community Resource Director, on June 30, 1978. Vicki Welch has been hired as Community Resource Director in his place.

Staff development

Staff members participated in the following training sessions and workshops:

Gary Skoglund, Counselor/Coordinator

- --Stout State University, Menominee, Wisconsin: to explore the development of evaluation and career exploration techniques.
- --Career Research, Inc., Salt Lake City, Utah: to receive training in purchased Work Sample Units.
- --VIEW Workshop, Brookings, South Dakota: to participate in training in the cluster approach to career education.
- --McKnight Company Career Presentation, Fargo, North Dakota: to acquire information on a career information filing system.

Gary Kangas, Learning Coordinator

- --Appleton, Wisconsin: to receive training in computer systems and diagnostic techniques.
- --Adult Basic Education Workshop, Pierre, South Dakota: to discuss new materials and teaching techniques.

Clayton Carlson, Project Director

- --Governor's Conferences on Career Education, Brookings and Rapid City, South Dakota

The staff initiated and sponsored a workshop on "Women in the Work Force." In addition, the Pathfinder staff participated in various career education meetings on the local and state levels.

H. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The second project year was a time of refining policies and improving instructional resources. The staff concentrated their efforts on developing individualized programs for the clients. In addition, materials and equipment were acquired to further improve the resources available to serve clients.

The diversity of the student population served in the second project year provided opportunities for assessing project policies and materials for suitability in individualized programs.

Staff-developed instructional materials, work site simulators, and evaluation instruments provided additional resources for improving project effectiveness.

The experiences of the second project year established a more secure foundation for future project activities. The focus of the third year will be to compile the expertise gained and the materials developed into a transportable model for use in other areas.

The project retains its flexibility to serve the unique needs of a diverse student population. The materials and instruments developed improve staff ability to provide career information and basic skills instruction. The staff has the experience and skills necessary to offer clients individualized programs in career guidance and basic skills instruction.

I. EVALUATION REPORT

Second interim evaluation report of: Pathfinder: Exploration through a Cluster Structure Linking Business, Manpower Agencies, and Vocational-Technical Education by Broadening Information, Aspiration, and Career and Educational Opportunities.

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Project No. 502AH60061A
Grant No. G08-76-00114
Entity No. 1-46-600-1273-A1

Prepared by

Dr. Alan Lindstrom, SDSU, Brookings, SD

Dr. Marvin Scholten, SDSU, Brookings, SD

August 31, 1978

EVALUATION REPORT

This document constitutes the evaluation report for the second year of the Pathfinder Project in Experienced Based Career Education. This exemplary project in vocational education is based at Watertown, South Dakota and is conducted under Part D of Public Law 90-576.

General Project Information

The Pathfinder Project is designed to help out-of-school youth find out more about themselves including their strengths and weaknesses, interests and aptitudes. Additional emphasis is also placed on exploring jobs and basic education and life skills. The project is specifically designed to assist the undecided, the unemployed, and the underemployed person achieve an orientation to the world of work. Individual goal-setting and decision-making are emphasized in the program. Students enter the education, training or work option that best suits them.

The Pathfinder Project is directed by the staff in the Lincoln Annex of the Lake Area Vocational-Technical Institute, Watertown, South Dakota. The program serves the unique needs of young South Dakotans and encompasses the successful career education techniques and materials developed in earlier career education projects.

Pathfinder program participants come from diverse backgrounds and have unique individual needs. Individuals who are over 16 years of age and not enrolled in high school are potential candidates. The population served includes vocationally undecided individuals who want to explore careers in relation to their interests, aptitudes, and values, and those who have deficiencies in basic education and life skills.

Evaluation Plan

The plan for evaluating the Pathfinder Project included the assessment of the program and student objectives as outlined in the approved project proposal. The following measurement procedures and processes were used:

1. Follow-up survey of 1976-77 project clients.
2. Pre-post assessment of client development on the following project activities:
    a. Basic skills development
    b. Career knowledge and decision-making.
3. Community site exploration personnel questionnaire.
4. Interviews with 1977-78 project clients.
5. Site visitation.

Listed below are the project and student objectives with an indication of the evaluation procedures used in assessing the specified objective:

1. As a result of individual completion of the Pathfinder Project, the student will develop better understanding and acceptance of self, thus enhancing the self concept -- Questionnaire to 1976-77 clients; interviews with 1977-78 clients.

2. As a result of individual completion of the Pathfinder Project, the student will be capable of making appropriate

decisions and set goals with respect to own life style and initial area of work.-- Pre/Post assessment of career knowledge and decision-making skills; interviews with 1977-78 project clients

3. As a result of individual completion of the Pathfinder Project, students will develop an appreciation for the uniqueness of each individual and develop a proficiency in relating to others -- Questionnaire to 1976-77 clients; interviews with 1977-78 project clients.

4. As a result of individual completion of the Pathfinder Project, students will be free to explore or engage in any occupation regardless of former sex role stereotyping -- Site visitation; examination of project materials and records; interviews with 1977-78 project clients.

5. As a result of individual completion of the Pathfinder Project, each student will have evaluated academic strengths and will have the opportunity to complete high school or its equivalent -- Pre/post assessment of basic skills; enumeration of GED completion or high school re-entry; interviews with 1977-78 project clients.

6. As a result of individual completion of the Pathfinder Project, each student will develop competency skills considered by the local community to be necessary for adults to function effectively in the community -- Site visitation; interviews with 1977-78 project clients.

7. As a result of individual completion of the Pathfinder Project, the student will be capable of understanding the world of work, with a broad perspective on opportunities and a specific focus on one or more clusters of occupations, together with knowledge of the educational and occupational pathways that lead to them, and of the work and ways of life that they involve -- Site visitation; interviews with 1977-78 project clients.

8. As a result of completion of this project, the student will be capable of identifying and using available services such as the South Dakota Job Service, educational and vocational opportunities, job bank, and labor projection statistics. The student should also become knowledgeable to consumer education and personal finance -- Community site exploration personnel questionnaire; interviews with 1977-78 project clients.

9. As a result of Pathfinder Project activities, there shall develop an interrelationship between educational agencies and the community -- Community site exploration personnel questionnaire; site visitation.

10. As a result of Pathfinder Project activities, a wholly or partially transportable Experienced Based Career Education model will be available for the use and participation of other vocational-technical schools or by private non-profit schools -- Site visitation analyzing dissemination procedures and efforts.

11. Provide site personnel with the staff support, program information, skill development, and contact with each other needed to guide, negotiate with, instruct, and evaluate students in the

Pathfinder Project -- Community site exploration personnel questionnaire; site visitation observing staff relationship, staff procedures, and program implementation.

12. As a result of the Pathfinder Project activities, students will receive integrated, comprehensive experiences that will facilitate their decisions to enter education or training programs or specific work situations -- Site visitation observing program implementation.

13. As a result of Pathfinder Project activities, employer and community site resources will be utilized to provide individual students with personalized opportunities for exploring and refining career options, exercising basic skills, and achieving life skill objectives in specific situations -- Community site exploration personnel questionnaire; interviews with 1977-78 project clients.

Additional explanation of each of the five evaluation procedures were as follows:

Follow-up Survey of 1976-77 Project Clients. A questionnaire was devised to elicit information regarding previous Pathfinder clients' perceptions of the value of the program to their career and self-development. Appendix A contains a copy of the follow-up questionnaire. All 1976-77 clients, who had completed the program, were mailed questionnaires.

Pre-Post Assessment of Client Development. Effort was made to gather pre-post information on client development. Due to the individualized nature of the program, the data obtained was only partially representative of the program. Since clients enter the program with highly unique needs and since no two clients are expected to achieve the same results, much of the pre-post assessment information was difficult to statistically analyze without giving misleading information about the program and student outcomes. Information in this evaluation report is based on twenty randomly selected client case studies. Pre-post assessment information is presented wherever applicable.

Community Site Exploration Personnel Questionnaire. A questionnaire was administered to a sample of community site exploration personnel. The questionnaire elicited responses regarding the effectiveness of the Pathfinder Program as perceived by the personnel, indications of student learning and motivation, and suggestions for program improvement.

Interviews with 1977-78 Project Clients. A structured interview was conducted with a sample of 1977-78 project clients. The structured interview included questions regarding the clients' self-concept development, career knowledge and decision-making, consumer knowledge and information, relationship skills, understanding of sex fairness in selecting occupations and understanding of job seeking information and available services. The interviews were conducted at three different time periods.

Site Visitations. Periodic site visitations were made by the evaluators. The site visitations included both staff conferences and program observations. The following project dimensions were emphasized in the observations held at the time of the site visitations:

1. Interrelationship of the project with educational agencies and the community.

2. Project dissemination efforts and results.
3. Staff development and staff support.
4. Development of student experiences that result in facilitating student decisions as they relate to further education or employment.
5. Student development in career awareness, basic skills, life skills, and self awareness.

The remainder of this evaluation report will detail the findings from the five evaluation methods. The findings will be followed by an assessment of the attainment of the student and project objectives. Conclusions and recommendations will complete the report.

Follow-up Survey

A follow-up survey was mailed to 21 individuals who had completed the Pathfinder program during the 1976-77 program year. Replies were received from nine persons. The purpose of the follow-up survey was to determine the following:

1. What individuals' activities were after completing the program. The following five possible activities were surveyed:
    a. Started working on a new job
    b. Enrolled in vocational school
    c. Enrolled in high school
    d. Helped out at home
    e. Other (please describe)
2. Were individuals presently employed.
3. If individuals were employed, what was the name of the employer, the job description and how long they had worked in the job.

4. How helpful participants felt that Pathfinder experiences were in assisting them to:

   a. Understand more about themselves
   b. Learn how their interests and abilities fit into possible careers
   c. Learn what to look at when considering a job
   d. Learn how to find and keep a job
   e. Improve their reading skills
   f. Improve their math skills
   g. Improve their oral communication skills
   h. Improve their writing skills
   i. Become acquainted with a variety of resources to use in gathering information about work and decision making
   j. Communicate comfortably with others
   k. Take responsibility for their own actions
   l. Become more open to ideas and values different from their own
   m. Improve their day-to-day living skills

5. How satisfactory were the job site placements.

6. How participants would rate the overall quality of the Pathfinder program.

7. If participants had it to do over again, would they decide to participate in the Pathfinder program.

8. Would participants recommend the Pathfinder program to friends and relatives.

The findings from the follow-up survey will be presented according to the preceding seven categories.

Immediate Activities Following Program Completion. Seven of the nine respondents started working on a new job. One person enrolled in a vocational school program while the remaining respondent indicated that s/he helped out at home.

Present Employment. Eight of the nine respondents were presently employed. Most of the initial job positions were in service or semi-skilled occupations. Length of present employment was approximately eight months.

Pathfinder Experiences Evaluation. Table 1 lists the mean values for the 13 experience areas evaluated by the participants of the Pathfinder program. A four-point scale was used in determining the helpfulness of the program. A scale value of 1 indicated little or no help from the program while a scale value of 4 indicated that the program was very helpful. An examination

Table 1

1976-77 Pathfinder Participants
Evaluation of Program Components

Program Components	Mean Rating
Understand more about yourself	3.33
Learn how your interests and abilities fit into possible careers	3.75
Learn what to look at when considering a job	3.78
Learn how to find and keep a job	3.44
Improve your reading skills	2.78
Improve your math skills	3.22
Improve your oral communication skills	2.67
Improve your writing skills	2.44
Become acquainted with a variety of resources to use in gathering information about work and decision making	3.55
Communicate comfortably with others	3.11
Take responsibility for your own actions	3.55
Become more open to ideas and values different from your own	3.67
Improve my day-to-day living skills	2.88

of Table 1 indicates that the Pathfinder program components received ratings of 2.5 or higher on a 4 point rating scale for all components with the exception of "improving writing skills" which received a 2.44 rating. The program components pertaining to the career development aspects of the program generally received the highest rating. Components relating to learning how interests and abilities fit into possible careers, learning what to look at when considering a job, learning how to find and keep a job, and becoming acquainted with a variety of resources to use in gathering information about work and decision making all had ratings ranging from 3.78 to 3.44. Components having the lowest means appeared to be in the basic skills area with the exception of improving mathematics skills. Improving reading skills, improving writing skills, improving oral communication skills, and improving day-to-day living skills all had means ranging from 2.44 to 2.88.

Program components related to self development and interpersonal development appeared to be in the middle range of means. Understanding more about self, communicating comfortably with others, taking responsibility for your own actions, and becoming more open to ideas and values different from your own had means ranging from 3.11 to 3.67.

Satisfaction with Job Site Placements. Participants satisfaction with job site placements was high. A mean rating of 3.5 on a point scale of 4 was realized in this assessment.

Overall Quality of the Program. On a rating scale of 1 indicating poor quality to a 4 indicating excellent quality, the mean of the respondents was 3.78. A very high level of satisfaction with the quality of the Pathfinder program was indicated.

Recommending the Program to Others. Two questions in the survey pertained to this area. The questions were: "If you had to do it over again, do you think you would decide to participate in Pathfinder?" and "Would you recommend the Pathfinder program to friends and relatives?" On these two questions, all respondents indicated "Yes".

Pre-Post Assessment of Client Development

A thorough examination was made of the program records. This examination included perusal of the student files as well as major project reports and documents.

One hundred seventy-two students were involved in the program. This number does not include students enrolled in the Summer Youth Program. Of the 172 students, 115 were female and 57 were male. Ages of the participants ranged from 15 to 60 with the median age being 22. The educational background of the participants ranged from third grade to college graduate. The median highest grade completed for the participants was eleventh grade.

Project records were examined for evidence of student achievement in the basic skills, life skills and career counseling areas. This examination revealed that a highly individualized program is in operation to meet the specific needs of the project participants.

Pre-test information on student achievement levels was obtained through the administration of the Wide Range Achievement Test to 45 of the program participants. Students completing the test were those who had indicated a need to improve their basic skills in arithmetic, reading and/or spelling. Table 2 lists the means and

Table 2

Table of Means
Pre-Test - Wide Range Achievement Test

Subtest	Mean*	Range*
Reading	8.7	1.5 - 19.5
Spelling	7.2	3.0 - 12.6
Arithmetic	6.5	2.3 - 10.8

*Grade-equivalent scores

range of scores expressed in grade-equivalents.

An examination of Table 2 indicates that the entry level of the 45 participants was lowest in the arithmetic level. The reading level was the highest with a 2.2 increase in grade equivalency over the arithmetic scores.

It is important to note that these pre-test results are based only on students who indicated a need and desire to work on their basic skills. It is not representative of the total participant group. Many of the Pathfinder participants either did not have the need or interest to improve their basic skill attainment.

The Pathfinder program emphasized building basic skills in the mathematical area. Post-test results on the Wide Range Achievement Test were available for twelve students who completed study in the mathematics area. Post-test results were obtained only for students who completed the program. The mean for the post-test group was 10.1 on a grade equivalency basis. The range of scores for those completing the post-test was 8.0 - 11.3.

Pre-test scores were isolated from the larger group of pre-test scores for the twelve students who completed the Wide Range Achievement post-test. For this smaller group, the mean on the pre-test was 6.9. Thus a comparison between the pre-test and post-test for the twelve students who completed the Pathfinder program indicated an increase of 3.2 grade equivalency points.

There were not enough students completing the Wide Range Achievement post-test in the Reading and Spelling areas to adequately compare with the pre-test results.

Extensive career assessment was made with students interested in engaging in career and educational planning. As in the basic skills program the testing is individualized according to the student's need. Use was made of the Strong-Campbell Interest Inventory, the Career Assessment Inventory and other career measurement instruments. Extensive evidence was available in the project records to substantiate thorough use of counseling procedures in the career assessment area. Exploration processes have been developed whereby students can thoroughly research, discuss and come to an understanding of their career interests and needs.

Community Site Exploration Personnel Questionnaire

The EBCE Employer Interview Survey was used as a guide in developing the questions that were used in a questionnaire distributed to cooperating institutions. Replies were received from six agencies. These agencies were a seed cleaning plant, engineering company, floral shop, printing company, National Guard and police department.

The number of employees on the sites varied from one to fourteen. Most of the firms had worked with the program for two years. The amount of time spent on the project varied from one to twenty hours per week, with most students spending about an average of five hours per week.

The types of supportive services provided students included the following (listed in order of frequency):

1. Talking about job opportunities
2. Talking about job opportunities in your field of work
3. Talking about starting salaries and advancement in your field of work
4. Talking about training requirements for entering your field of work
5. Supervising students to perform a specific job-related task
6. Assisting students in non-job-related assignments
7. Talking about students' personal problems.

The agencies became involved with the program through contacts with Pathfinder program personnel. It appears that the agencies all indicated that the program personnel did a very fine job in getting these programs organized. They also indicated that they received enough information to direct student activities at the site.

All but one of the respondents indicated that they would recommend to a potential employer that he/she become involved with the program.

In response to the question as to whether they thought that Pathfinder students benefited from the experience, all but one indicated an affirmative reply. The community site personnel also indicated that the students were interested in learning new things, except in one situation.

In response to the question as to whether they receive adequate feedback about the student after they leave the site, responses were varied. Some replied always and two replied never. As to the effectiveness of the feedback, the replies varied. It appears that there is a need to improve this aspect of the program.

The reaction of other employees at the site indicated a very positive reaction, except in one case. Benefits listed included increased awareness of youth and increased interest in their own work.

All but one of the participating agencies indicated that they would like to continue working with the program. They indicated that they thought the program was worthwhile, and they liked to work with the people involved in the program.

According to agency personnel, the greatest strengths of the program are that students learn about real life situations, and students obtain valuable experience in working with adults.

Weaknesses listed included students not receiving sufficient training, inadequate supervision of students on job sites, and work may be too difficult or technical for some students.

In response to the question as to what students learn on job sites that they could not learn in the classroom, the following things were listed:

1. On-the-job skills
2. First hand knowledge of demands in a "real world"

3. Working with other people
4. Motivation to learn.

A copy of the instrument used in this assessment may be found in Appendix B of this report.

Interviews with 1977-78 Project Clients

Ten Pathfinder program participants were interviewed by the evaluators. Interviews were conducted randomly throughout the project year during the evaluators' visits to the project site. The evaluators conducted 20-30 minute interviews with the sample group of clients. All interviews were held individually and were arranged without the clients having previous notice of the interview process.

The structured interviews included the following questions:

1. What is your overall impression of the Pathfinder Project?
2. What do you like best about the program?
3. What areas of the program could be improved?
4. What have you specifically learned by participating in this program?

The results of the interviews will be reported for each question. Sample comments will be given to represent the general response of the group where applicable.

Overall Impression of the Problem. All clients indicated that the program was helpful to them. They indicated that the program was worthwhile and, in some instances, that it was the first time that anyone had shown a genuine interest in helping them. A very high regard for the competency, interest and helpfulness of the Pathfinder Project staff was mentioned often. Sample comments from the clients included:

1. "This program has helped me become excited about my future."
2. "People really care about you around here."
3. "I wish high school had been like this."
4. "I've recommended this program to one of my friends."

Best Aspects of the Program. Interviewees seemed to like all aspects of the program. They were positive about the relaxed atmosphere. They found both the emphasis on learning basic skills and career exploration to be particularly helpful. The community job exploration program was very well received. Sample comments from the interviewees included:

1. "I like the fact that I can see that I am making progress everytime I come here."
2. "Learning basic training skills is very helpful."
3. "I'm realizing that I can do math, and I never thought I would ever be able to."
4. "The career inventory has been very good in helping me think about what it is that I can do with my life."
5. "Actually getting out and working has taught me a real lesson."

Suggestions for Program Improvement. The only suggestions for improvement were related to more actual job experience. Clients appeared to have a fairly high expectation of developing an immediately employable job skill. Some felt that they didn't have as varied a work experience as they wanted.

Specific Learnings from the Program. Responses from participants who were interviewed indicated that learnings accrued in the areas of career exploration and assessment, basic job experiences, and basic skill learnings. Self-confidence and a better feeling about self was also mentioned. Sample comments from the interviewees included:

1. "I know how to go about and get a job now."
2. "I have a better knowledge of what I want to do."
3. "I know the specific kind of training I need."
4. "I am more confident about what I can and cannot do."
5. "I know a lot more about occupations."

Site Visitations

Periodic on-site visitations were made by the evaluators. These visitations included the observation of the various program components of the Pathfinder Project. Materials used in the program were reviewed. Student learning was observed. Conferences were held with the project staff.

The following comments regarding the Pathfinder Project's operational process are based on the on-site visitations:

1. An excellent rapport is developed with student participants. The staff is student oriented. Students are made to feel at ease. Learning takes place in a threat free environment.

2. Student needs are thoroughly assessed. Variety and flexibility in assessment procedures insures that an individualized program is developed according to student needs.

3. A variety of learning media and instructional methods are used. The program is reality based. Every attempt is made to

approximate a work environment

4. Materials and processes reflect an awareness of sex fair career counseling objectives. Students are made aware of non-traditional career possibilities.

5. Excellent coordination was occuring between the on-site program and the community exploration sites. An effort is made to tie the two dimensions of the program together.

6. Working relationships with potential referral agencies has been enhanced greatly. A large number of referrals have been made to the program during the 1977-78 project year.

7. Students enter the program for a large number of different reasons. Many student contacts are of a short-term nature.

8. The staff exhbit a strong professional commitment. They are thorough in their responsibilities. They demonstrate a real desire to help program participants.

CONCLUSIONS AND RECOMMENDATIONS

Based on the evaluation data obtained through the follow-up survey of 1976-77 project clients, the pre-post assessment of client development in basic skills, the Community Site Exploration Personnel Questionnaire, interviews with 1977-78 project clients, and the site visitation, the following conclusions and recommendations are made:

1. The Pathfinder Project is functioning at a very satisfactory level. It is a program that is unique in that it is providing a career development service to a wide variety of clients.

2. A large increase in the number of clients being served is apparent in the second year of the program. Services have been broadened to serve this large client group.

3. Clients who have completed the program seemed well pleased with the program.

4. There is evidence to verify that the program has contributed to basic skill development for clients who had need to increase their mathematical achievement levels.

5. Extensive work is done in career assessment and counseling. Repeatedly clients have indicated that this part of the program was of particular value.

6. An excellent relationship between the Pathfinder Project staff and the community site exploration personnel is in evidence. Coordination and follow-up within the program is apparent.

7. There appears to be a need to increase program dissemination efforts. Although considerable dissemination took place during the 1977-78 project year, additional dissemination efforts appear warranted. The potential for this program to serve as a model for other programs throughout the state is great.

8. With the Community Site Exploration Program, there appears to be a need to provide the exploration personnel with greater feedback after the student leaves the program. Respondents to the questionnairs indicated that, in some cases, a lack of continuous feedback information was in evidence.

9. The Project staff should explore the possibility of increasing emphasis on the acquisition of English skills for those students who demonstrate a need. Although considerable effort is

presently being placed in this area, insufficient information was available to validate client growth in the English area.

10. A much improved process is being used to keep a record of student progress, attendance and exit reasons.

11. The staff might explore the possibility of initiating some small group learning situations wherever possible. Comments by some interviewees indicated that they would like an opportunity to get to know other clients better.

In summary, the Pathfinder Project is meeting the needs of a widely diverse client group. The program, which combines career exploration, basic skill attainment, career training and job development skills, is well developed. Client interest in the program is extensive. The program is successfully assisting a client group that is often overlooked.

Appendix A

FOLLOW-UP QUESTIONNAIRE
Pathfinder Project

1. After completing the Pathfinder Program last year, what did you do? Place a check by any of the following which would best describe what you did.

____ Started working on a new job
____ Enrolled in vocational school
____ Enrolled in high school
____ Helped out at home
____ Other (Please describe) ____

____

2. Are you presently employed? ____ Yes ____ No

3. If you are employed, please answer the following questions:

Name of Employer ____

Description of the job that you do ______________________________

____

How long have you worked in this job? ___________________________

4. For the following items, please indicate how helpful you feel your Pathfinder experiences last year were in assisting you to:	Little or No Help			Very Helpful	Not Applicable
a. Understand more about yourself	1	2	3	4	5
b. Learn how your interests and abilities fit into possible careers	1	2	3	4	5
c. Learn what to look at when considering a job	1	2	3	4	5
d. Learn how to find and keep a job	1	2	3	4	5
e. Improve your reading skills	1	2	3	4	5
f. Improve your math skills	1	2	3	4	5
g. Improve your oral communication skills	1	2	3	4	5
h. Improve your writing skills	1	2	3	4	5
i. Become acquainted with a variety of resources to use in gathering information about work and decision making	1	2	3	4	5
j. Communicate comfortably with others	1	2	3	4	5

	Little or No Help		Very Helpful		Not Applicable
k. Take responsibility for your own actions	1	2	3	4	5
l. Become more open to ideas and values different from your own	1	2	3	4	5
m. Improve my day-to-day living skills	1	2	3	4	5

5. How satisfactory were the job site placements in helping you explore career/work opportunities?

Unsatisfactory		Satisfactory	
1	2	3	4

6. How would you rate the overall quality of the Pathfinder program?

Poor		Excellent	
1	2	3	4

7. If you had it to do over again, do you think you would decide to participate in Pathfinder?

Definitely No		Definitely Yes	
1	2	3	4

8. Would you recommend the Pathfinder program to friends and relatives?

____ Yes ____ No

Appendix B

EBCE EMPLOYER OPINION SURVEY

Your Name ____________________

Title ____________________

Name of company/organization ____________________

Type of company/organization ____________________

Approximate number of employees at your site ____________________

Length of time you have been participating with the program __________

1. When the student is on career exploration at your site, approximately how many hours per week do you typically spend with the student?
____

2. Which of the following supportive services do you (or others at your site) provide for the students?

Talk about job opportunities?	____________________
Talk about the student's personal problems?	____________________
Talk about job opportunities in your field of work?	____________________
Talk about starting salaries and advancement possibilities in your field of work?	____________________
Talk about training requirements for entering your field of work?	____________________
Assist students in non-job-related assignments?	____________________
Supervise students to perform a specific job-related task at your site?	____________________
Other (please write in)	____________________ ____________________

3. How did you first become involved with the program? (Check appropriate response.)

___ Program personnel contacted me about the program.

___ A student talked to me about the program.

___ Another employer talked to me about the program.

___ Company personnel talked to me about the program.

___ Other (please write in) ______________________________

____

4. Did the program staff provide you with enough information to help you direct student activities at your site?

___ Yes ______________________________

___ No Why? ______________________________

5. Would you recommend to a potential employer or resource person that he/she also become involved with the program?

___ Yes ______________________________

___ No Why? ______________________________

6. In general, do you think the Pathfinder students you have worked with have benefited by being at your site? (Circle the most appropriate number from 1=definitely no to 5=definitely yes.)

Definitely NO				Definitely YES
1	2	3	4	5

7. In general, do you think the students you have worked with are really interested in learning new things?

Definitely NO				Definitely YES
1	2	3	4	5

8. Do you receive adequate feedback about what happens to the students after they leave your site? (Circle most appropriate number from 1=never to 5=always.)

Never				Always
1	2	3	4	5

9. Do you receive adequate feedback about the effectiveness of your work with the students?

Never				Always
1	2	3	4	5

10. How have employees at your site reacted to your agency's participation in EBCE? (Check appropriate response.)

___ Positive reaction.

___ Negative reaction.

___ Mixed reaction.

___ No reaction.

___ Not applicable.

___ Don't know.

11. In what ways (if any) have the employees at your site benefited? (Check one or more appropriate responses.)

___ They haven't benefited.

___ Increased their awareness of youth.

___ Motivated the regular employees to further training.

___ Reduced their workload.

___ Increased interest in their own work.

___ I don't know.

___ Other (please write in) ________________________________

____

12. Do you plan to continue participating in the EBCE program next year? (Check yes or no.)

___ YES

___ NO

Why? (Check one or more of the reasons below.)

___ Program is worthwhile.

___ I like the people involved.

___ My participation is a community service.

___ It is challenging to me.

___ I have had problems with the staff.

___ I have had problems with the students.

___ The program is not effective.

___ I don't have time.

___ Other (please write in)____

____

13. What do you think are the greatest strengths of the program? (Check one or more reasons.)

___ Good alternative to a regular high school program.

___ Quality of the staff.

___ Students learn about a variety of careers.

___ Students learn about real life situations.

___ Good way of getting students to learn.

___ Experience in working with adults.

___ Other (please write in)____

____

14. What do you think are the greatest weaknesses of the program? (Check one or more reasons.)

___ Some students can't handle the freedom.

___ Problems in the organization of the program.

___ Students not receiving sufficient training.

___ Inadequate supervision of students on job sites.

___ Too much paperwork.

___ Lack of feedback about students.

___ May be too difficult/technical for some students.

___ Other (please write in)________________________________

____

15. How many students would your site be able to handle at one time for a career exploration?

___ One student.

___ Two students.

___ Three to five students.

___ Six to eight students.

___ More than eight students.

16. What do you feel students are able to learn on job sites that they could not learn as well in a regular school classroom? (Check one or more reasons.)

___ First hand knowledge of demands in a "real world".

___ Working with other people.

___ On-the-job skills.

___ Self-discipline.

___ Motivation to learn.

___ Nothing.

___ Other (please write in)________________________________

____

17. What other comments or recommendations about the program would you like to make?

____

____

____

THANKS FOR YOUR TIME IN COMPLETING THIS SURVEY

APPENDIX A

Age, Race, and Sex Characteristics of Pathfinder Students

AGE, RACE, SEX CHARACTERISTICS OF PATHFINDER STUDENTS

Age	Native American		Other		Total
	Male	Female	Male	Female	
15 - 18	0	0	20	28	48
19 - 21	0	1	7	20	28
22 - 24	0	2	9	16	27
25 - 30	0	1	13	14	28
31 - 35	0	1	3	11	15
36 - 40	0	0	0	6	6
41 - 45	0	0	0	4	4
45 - Plus	0	0	5	11	16
Totals	0	5	57	110	172

APPENDIX B

Pathfinder News Features

modern living

Page 8 — Friday, September 23, 1977

PATHFINDER HELP FOR ALL ADULTS

WANT TO IMPROVE YOUR . . .

Typing skills? Job-seeking skills?
English, math, reading?

UNDECIDED ABOUT . . .

The kind of work you want to do?
The kind of education or training you want?

INTERESTED IN . . .

Assessing your potential?
Returning to work or school?
Upgrading your employability?
Making a mid life career change?
Choosing a life career direction?
Exploring various kinds of career fields?
Earning your high school equivalency (GED) diploma?

THEN CONTACT PATHFINDER.

Pathfinder is a daytime program of the Watertown Public Schools and is open to men and women of all ages. Single-visit or part-time students are invited. Pathfinder is a federally funded project, and no fees are charged. Pathfinder . . . partners in education with the community.

PATH FINDER

Project In Experience Based Career Education

Lincoln School, 120 3rd St. SW Telephone 886-3977

PATHFINDER: HELP FOR ALL ADULTS

WANT TO IMPROVE YOUR . . .

Typing skills? Job-seeking skills?
English, math, reading?

UNDECIDED ABOUT . . .

The kind of work you want to do?
The kind of education or training you want?

INTERESTED IN . . .

Assessing your potential?
Returning to work or school?
Upgrading your employability?
Making a mid life career change?
Choosing a life career direction?
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PATH FINDER

Project In Experience Based Career Education

Lincoln School, 120 3rd St. SW Telephone 886-3977

Page 6 — Watertown (SD) Public Opinion — Wednesday, September 28, 1977

"HELP WANTED" CLASSIFIED ADVERTISING

Week of Oct. 2	Need direction in your life/career planning? Call Pathfinder, a program of the Watertown Public Schools. 886-3977
Week of Oct. 16	Undecided about your interests, work, and future? Call Pathfinder, a program of the Watertown Public Schools. 886-3977
Week of Oct. 30	Concerned about your work future? Call Pathfinder, a program of the Watertown Public Schools. 886-3977
Week of Nov. 13	Want to explore careers before deciding on work or training? Call Pathfinder, a program of the Watertown Public Schools. 886-3977

Update

Vol. 2 No. 1
January 1978

EXPERIENCE-BASED CAREER EDUCATION NEWS

News From EBCE Nationwide

In the **PATHFINDER project at the Lake Area Vocational-Technical Institute, Watertown, South Dakota,** students are provided with experience at the project site and in the community. They are exposed to nontraditional job roles through audiovisual and printed materials and through simulated and real work situations. Students, who range in age from 16 years to middle-age, are assisted in setting work and educational goals based on a format of 13 occupational clusters. Six clusters are being phased in during the first year. Through testing, counseling and experience, students identify one or two clusters of personal interest and then select and explore specific occupations within those clusters.

Clayton D. Carlson
PATHFINDER Project Director
Watertown Public Schools
Watertown, SD 57201

The National
Institute of
Education
U.S. Department of
Health, Education and Welfare
Washington, D.C. 20208

Experience-Based Career Education (EBCE), developed by four regional educational laboratories with the support of the National Institute of Education, is a new approach to education designed to help bridge the gap between classroom and community

Watertown (SD) Public Opinion — Saturday, January 14, 1978

A WOMAN'S PLACE IS IN PATHFINDER

Where you can discover or re-discover your career interests, take a close on the scene look at various jobs and dust off your typing, math, and English skills

Flexible hours No fees

The Pathfinder Project is a daytime adult program of the Watertown Public Schools

Top floor, Lincoln School, 120
3rd St. SW
Tel. 886-3977

Watertown (SD) Public Opinion — Thursday, January 19, 1978

Multi-District to take part in federal jobs program

By STEVE HAYES
Public Opinion staff writer

A FEDERALLY-FUNDED job program designed to "put money in the pockets" of disadvantaged students as an incentive to keep them in school, received approval from the Lake Area Multi-District Vocational Center board Wednesday night.

After hearing state vocational education and labor representatives explain that more than $1 million in federal funds has been allocated to South Dakota to establish pilot programs to help disadvantaged youth, the board voted to enter into a tri-lateral agreement with the S.D. Division of Vocational Education and the S.D. Department of Labor to sponsor the work program. The money is a result of the president's local economic stimulus package.

AN INSTRUCTOR, whose salary would be included in the grant, would be hired by the multi-district to supervise the program, which would provide part-time employment with local businesses as long as the students remain in school. According to Gary Whiteaker, Pierre, director of Manpower programs with the S.D. Division of Vocational Education, the purpose of the program is not only to put money into the low-income students' pockets, it also is designed to give the student work experience and help establish a work ethic in the student. The $2.65 an hour jobs hopefully will give the students incentive to stay in school and enable them to bridge the school-to-work gap more easily, he said. Up to $45,000 could be paid to the students over an eight-month period.

The multi-district program could accommodate up to 30 students initially, said Mike Vogel of Pierre, youth planner for the Department of Labor. The program is aimed at youth ages 14 to 21, although all will be students in this instance.

THE MULTI-DISTRICT program is one of four proposed programs in the state and the multi-district is the first school to accept the proposal, according to Whiteaker. Other target areas are Rapid City, Sioux Falls and Deadwood, he said.

Whiteaker said the Lake Area Multi-District program is aimed at reaching rural youth and, because the multi-district includes schools from small rural communities, it best serves the program's purpose because of the total number of communities served. It will serve Watertown youth also, he pointed out.

THE MULTI-DISTRICT'S first duty would be to hire the instructor for the job program. The instructor would write the requirements for the program and, assisted by the S.D. Job Service office here, attempt to find jobs for the students. Jim Pew, district supervisor for Job Service, said his office would be in charge of the selection of eligible candidates, monitoring the program on a week-to-week basis, seeing that the students get paid regularly, helping the instructor find jobs and assisting the multi-district board in finding an instructor.

Pew said this job program will be similar to other school-job programs operated during the summer, but differs because the students may work for a private employer, not just a government or non-profit agency.

THREE OPTIONS are available to employers: They may pay the student's full salary, be reimbursed 50 percent of the salary by the Department of Labor; or, if the employer is a government or non-profit agency, have all the student's salary paid by the Department of Labor.

No starting date has been set, although the labor and vo-ed representatives indicated they would like to see it start by Feb. 1. The current funding period ends Sept. 30, although it may be refunded.

The schools could recommend disadvantaged youths for the program but Pew said eligibility will be determined by income qualifications and desire of the student to participate. He suggested allowing any student to apply, then screen them.

Working women to be subject of program

MARY WAGNER

Mary Wagner, Humanist-in-Residence for the northern half of South Dakota, will visit Watertown on Wednesday, Feb. 8, to present two programs on "Things Will Never Be the Same: Here Come The Working Women!"

Mrs. Wagner will appear at the noon meeting of the Cosmopolitan Club and at the Watertown Regional Library in the afternoon. The afternoon program, hosted by Project Pathfinder of the Watertown public schools, will be from 1:30 p.m. to 3 p.m. The public is invited to attend this presentation.

Focusing on why women in record numbers are participating in the work force in Codington County and South Dakota as well as nationally, Mrs. Wagner will examine the effect this participation has had on the American woman, her family life and marriage. She will also review what future increased in participation may mean in terms of local, state and federal programs needed to cope with this phenomenon.

→

Mrs. Wagner's background includes both high school and college teaching. She has a degree in government from the University of South Dakota, a master's in education from S.D. State University and is completing her doctoral program in sociology at SDSU.

She is married to Dr. Robert T. Wagner, former rector of Trinity Episcopal Church. They have two children, Christopher, 21, and Andrea, 16.

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TWO WORKING WOMEN — Betty Hanthorn, left, chats with the humanist, Mary Wagner, during the coffee break Wednesday afternoon. Mrs. Hanthorn said such important groups as Girl Scouts, Boy Scouts, church youth groups, 4-H, Sunday School, and other youth organizations will suffer as increasing numbers of mothers return to work and are "too busy" to help. She said that working mothers should feel an obligation to find time for such activities as they are increasingly important to young people who have less time with their parents. (Public Opinion photo by Barbara Miller)

More working women in today's changing world

By BARBARA MILLER
Modern Living Editor

In 1900 16 percent of the labor force was female but today it is 41½ percent, said Mary Wagner, humanist, from S.D. State University, Brookings, in her opening remarks Wednesday afternoon at the Watertown Regional Library.

Mrs. Wagner gave a presentation on women in the work force. The program was sponsored by the S.D. Committee on the Humanities with local sponsorship by Pathfinder.

In earlier years 45 percent of adult women were involved in the work force at some time in their lives but today 90 percent of all women will work at some time.

There are several reasons for this increase, said Mrs. Wagner. She said the economy has grown and changed rapidly and the industries and occupations which grew the most were the ones which employed women. There has also been a change in the attitude toward women working, especially married women working. During the 50's and 60's the population made its final shift from the town to the city, bringing large numbers of women closer to job opportunities.

ANOTHER FACTOR is the declining birth rate. Women are having fewer children and there are more women who plan to remain childless. Sheer financial need is another factor. Many single, divorced and separated women are working because they have to and many married women have husband who earn under $10,000 a year.

Women are marrying at a later age and many are postponing having a family. Many American women are not marrying at all. There are many convenience foods and new appliances which have made it easier for a woman to seek employment outside the home. The civil rights movement and feminist movement and the legislation which has followed have been important factors in women seeking employment.

There are growing numbers of young families facing the rapidly escalating cost of living. When they first marry they must acquire expensive furniture and appliances, then as their children grow they have increased expenses, especially if the children go to college. Many women work to help their children through college. Many families have gotten used to two incomes and many women do not want to give that up so they drop out of the labor force to have a baby and then go right back or seek re-entry at a later date.

Some women find it difficult to give up economic independence, continued Mrs. Wagner. The satisfaction and recognition which they receive from their job may keep them working. Many women work because they want to work. If their children are grown they seek something enjoyable and productive to do.

MOST PEOPLE are aware that a sizable disparity exists between men's and women's incomes. It is easy to chalk it up to discrimination, said Mrs. Wagner, but there are other factors besides discrimination which contribute to this.

Women who work full time year-around earn 59 percent as much as men but there are several good explanations. Women pass up opportunities for advancement because they can't move to a better job. They also lose their accumulated seniority and miss out on promotional opportunities if they leave the labor force to raise children.

Many men hold two jobs which, of course, greatly increases their total income. In the professions women are concentrated in the lower paying careers such as nursing and teaching while men are doctors and lawyers. Many women have skills which are less likely to demand a high salary. Among blue collar workers women earn a lot less than men because women are just entering those field and have less experience and skills.

Mrs. Wagner suggested that higher earnings for women will be more a matter of access to higher paying jobs in the future. More women are seeking higher education than before. She suggested that young women would be wise to seek careers in the sciences where there are many new opportunities for women. She said there will also be greatly increased opportunities for women in the construction trades because the government has told construction companies that they must increase female employment.

She said there are increasing numbers of women in nontraditional jobs. In 1962 one of 70 people employed in gas stations or garages were female while today it is one out of 20. There are increasing numbers of women taxi drivers, mail carriers, lawyers and judges and doctors.

Mrs. Wagner said that many people assume that the rising divorce rate and the decline of marriage is a result of the increased number of women working but she added, "that is probably not a good assumption."

RESEARCHERS HAVE found that young women who work are having more successful first marriages than young women who don't work. Others have found that women who do not work outside the home have greater stress than those who do and this affects the marriage. Also women who work have a greater sense of responsibility and this has reflected very positively on their marriages.

But many women are finding that it is pretty difficult to be an employee as well as a mother and housewife. The average woman who is a housewife and working mother spends 40 hours on the job and another 26 trying to get her housework done.

The greatest increase in mental depression among women occurs among young and poor women and among young mothers who work. Some women who work must leave children unattended or poorly cared for.

Too many women, she continued, try to measure up to the superwoman role they think their husbands expect. They feel that they must have a prestigious job, raise healthy intelligent children, keep a lovely home, be a gorgeous looking wife and entertain beautifully.

Today's woman is concerned about what will happen to her family life if she goes to work. The increased number of married women who work has made an impact on American family life, she added.

There has been a dramatic change in the time that both parents are spending with their children. A study showed that the average middle-class father spends a total of 38 seconds a day in close interaction with his one-year-old child. Parents spend less time reading and playing with their children. More children are coming home to an empty house or apartment. Accidents and crimes by young children are increasing.

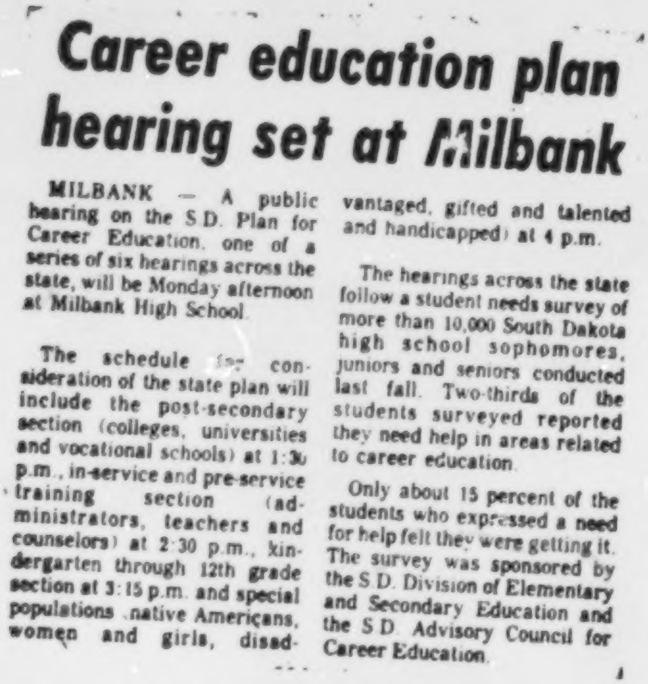
ECONOMISTS predict that in the future more and more women will work. Large cities will experience a rejuvenation because families will be smaller and will have less need for wide open spaces. They also predict the coming of a whole new industry — the housework industry. This will fill the gap as fewer women work at home.

Society will have to make some adjustments to meet this change. There will be a need for increased day care centers or other options for child care. There is also a need for better provisions for job training for women.

Mrs. Wagner praised the Pathfinder project in Watertown. This she said is the sort of thing that is just getting started in other parts of the country to help women who are re-entering the work force.

She said there will be changes in social security and income tax laws which discriminate against the two-income family. There may be sharing of jobs and staggered work hours. An important part of the changing role of women will be career counseling for both students and parents. She suggested that it would be difficult for parents to accept the fact that their daughter might want to work on top of a telephone pole.

She closed by saying the young people need to understand the problems faced by the working woman and be given the chance to think out what they can do to help restore the American family. Only in this way can the problems for the family be overcome.



Career education plan hearing set at Milbank

MILBANK — A public hearing on the S.D. Plan for Career Education, one of a series of six hearings across the state, will be Monday afternoon at Milbank High School.

The schedule for consideration of the state plan will include the post-secondary section (colleges, universities and vocational schools) at 1:30 p.m., in-service and pre-service training section (administrators, teachers and counselors) at 2:30 p.m., kindergarten through 12th grade section at 3:15 p.m. and special populations (native Americans, women and girls, disadvantaged, gifted and talented and handicapped) at 4 p.m.

The hearings across the state follow a student needs survey of more than 10,000 South Dakota high school sophomores, juniors and seniors conducted last fall. Two-thirds of the students surveyed reported they need help in areas related to career education.

Only about 15 percent of the students who expressed a need for help felt they were getting it. The survey was sponsored by the S.D. Division of Elementary and Secondary Education and the S.D. Advisory Council for Career Education.

Watertown, SD Public Opinion Friday, March 3, 1978

SPEDY and Pathfinder synthesis is Watertown 'original'

By KRISTIE ESTES
Public Opinion Staff Writer

SYNTHESIZING two programs to make a more productive one for the participants was the result of combining the Summer Program for Economically Disadvantaged Youth, (SPEDY), with the Pathfinder project in Watertown.

The combination was a practical arrangement since the Pathfinder program was already in operation and with the addition of two summer employees, industrial arts teachers at Watertown Junior High during the school year, the complete foundation was laid. The cooperative effort between the Department of Labor and the Watertown Public Schools, representatives of the SPEDY and Pathfinder program, respectively, was arranged during the winter of 1978.

SPEDY provides for young persons between the ages of 14-21 years old to be employed during the summer for nine weeks. All students involved will be continuing their education in high school, college or vocational institutions in the fall. It is a nationwide program designed to help non-profit organizations during the summer vacation months replace manpower shortages while regular employees are vacationing. It is also intended to encourage the non-profit organizations to work with economically disadvantaged students who, in a normal hiring situation, might not have been given first preference.

Coordinators for the program are Clayton Carlson, director of the Pathfinder program and LeeAnn Kranz, Summer Youth coordinator for the S.D. Job Service at Watertown.

Positive comment

Both Carlson and Mrs. Kranz have positive comments about the program so far. Mrs. Kranz noted, "There has been lots of improvement in students' work during the summer. They have learned just what work involves and have developed pride in what they do."

Carlson said, "The program has helped Pathfinder and Job Service work together more effectively and become more aware of each other's function."

Pathfinder is funded through a federal grant for which the Watertown Public Schools receives $109,000 each operating year. The Pathfinder program is exclusively a Watertown project which has served primarily the Watertown area since 1970. There is no fee involved in their services and the program can't provide payments for those who assist or donate their time for projects.

Pathfinder's normal clientele, according to Carlson, consists of those out of school and looking for a career choice. The person receiving Pathfinder's services for example, may be a widow, an employee who has been off-the-job because of illness or injury, or someone who is dissatisfied with his regular or routine job. Pathfinder is a year-round operation, even now during their participation in the summer youth job program. The Pathfinder program employs a director, counselor, community resource person and a learning coordinator.

Four-county area

Mrs. Kranz directs 119 summer youth employees in a four-county area. The federal grant for the summer youth program is approximately $90,000. The figure is arrived at by computing the cost of employing 119 employees for 32 hours weekly at the federal minimum wage, $2.65, for nine weeks. The other counties included in the program and cost estimate are Hamlin, Clark and Grant counties. Almost every surrounding small town has some type of summer youth job program with several towns providing a SPEDY employee at both the local school and government facility.

Forty-eight students are employed in the Watertown program who are exclusively provided the Pathfinder services. The cost of providing the Pathfinder facilities and staff for the 48 Watertown students is approximately $5,000 which was supplied by a grant through the Comprehensive Education Training Act, (CETA).

The intersection of SPEDY with Pathfinder is designed to provide educational background for students which is expected to result in long-term benefits. The program started June 12. During the nine-week session, the 48 students will be included in one of four shifts of classroom training for three days each.

At two schools

The training period involves students with Pathfinder at Lincoln school during the mornings and at Lake Area Vocational Technical Institute during the afternoon, also in cooperation with the Pathfinder assistance.

During the morning the students are given a chance to experiment on 30 work sample units which allow them to explore the career functions of 30 different occupations. The work sample units have been widely-accepted by the students, said Carlson. He noted that students "flock" eagerly to the room which contains the units and some have expressed the hope they could return after the summer program to complete training on all 30 units. For example, students may perform typical functions associated with illustrators, announcers, jewelers, surveyors and a wide-range of mechanical and study-oriented occupations. Most of the jobs do require vocational school, college or special training.

The combination and variety of the work sample units is immense. Each provides a flip-card training explanation with a detailed, explanative teaching guide which the student can complete in one-half to one hour, depending on his or her interest, skill and background with the occupation.

PLUMBER
JEWELER

TOOLS OF THE TRADE — Plumbing processes are examined in an almost on-the-job setting by from left to right Joe Laemmle and Craig Vanderzee. Laemmle and Vanderzee are participants in the summer youth job program at Watertown.

Exploration guides

Examination of the units indicates the sample work units are very good exploration guides to direct a student or adult toward the occupation they will enjoy doing. The equipment of the units is not pretend or simplistic. Each work sample unit has the potential for guiding a student with a typical task process for the given occupation.

The classroom facilities, located at LAVTI, includes job instructions and advice for seeking employment, interviewing, resume preparation and future career planning.

The career enrichment aspect of the summer job program is a goal that South Dakota sought in construction of the program this summer. Three other S.D. cities are attempting to experiment with career enrichment to promote more than just a job for the student participants. For instance, in contrast to Watertown, Sioux Falls is experimenting with the students working directly with employers and providing them with suggestions for successful employment.

Capacity exceeded

To put the local program in operation Job Service went to the Watertown High School during May to inform interested and eligible students about the program. According to Carlson, there were approximately 30 more applicants than the available capacity of the program.

Job Service provides the salaries for the workers supplied through the Department of Labor grant. Each employer is a non-profit organization with specific examples of organizations including the Watertown Regional Library, Boys' and Girls' Club, social service agency, street department, assessor's office and the Watertown Public School system. The entire list provides a variety of work situations in which students' interests are matched as closely as possible to a compatible organization.

According to Carlson and Mrs. Kranz, one of the program's main objectives is to help the economically disadvantaged learn good working habits in a field which interests them.

Each job site is responsible for providing work and supervision for the student. One adult supervisor is assigned to each student at the employment location. Three to four students may be assigned to one supervisor but students are encouraged to be provided with the same supervisor during the nine-weeks of employment for more consistent training and to minimize confusion over from whom they are to receive directions and instructions.

Personal management

Another contribution to the youth involved in the summer work program is the encouragement toward personal financial management. Mrs. Kranz noted that students are encouraged to save money and although not all are complying, many are saving for their future education. Carlson mentioned another economic benefit derived from the program saying, "The program is designed to reduce the youth unemployment rate and provide money so the young people will stay in school."

In analyzing the program, Carlson said, "It's an experiment. We are trying to determine the best way of delivering a summer job plus provide projection for the future." He added that if it is successful Watertown will present the program again next year and possibly other locations will do the same. The program will be rated by student evaluations and staff observations at the conclusion of the nine weeks.

Mrs. Kranz said she believed the youth participants benefitted from the Pathfinder and SPEDY association and expressed enthusiasm about the benefits derived including actual work experience and references for future employment.

FEMALE LEATHER WORKERS — Equal job opportunities for career exploration are available in sample work units at the Pathfinder facilities. Program participants Darce Vanderzee and Janet Stillson apply tanning to a key chain in a work unit which provides step-by-step instructions and actual equipment used by the specific occupation. (Public Opinion photos by Kristie Estes)

GOALS ESTABLISHED — Pathfinder Director Clayton Carlson and LeeAnn Kranz, summer youth coordinator for the S.D. Job Service at Watertown, examine a goal guideline report for the Summer Program for Economically Disadvantaged Youth (SPEDY). The report findings prescribe reduction of youth unemployment as one of the program's prescribed objectives.

Article carried in the newsletter of the Center for Vocational Education at Ohio State

South Dakota: "VIEW" and "PATHFINDER"

Two South Dakota projects are utilizing dissemination strategies to spread the use of their project results. The first, Career Competency Program/South Dakota VIEW (Vital Information for Education and Work) is a combination program of Part D (EBCE) and Part B (VIEW). The VIEW project is directed by Ella Stotz, career counselor at Huron School District which serves as the fiscal agent and provides the physical plant. The project compiles occupational information which has been localized for South Dakota. The current data bank contains 417 occupations relevant to the state.

Dissemination/implementation strategies include dissemination of the occupational information to all public and private schools in the state as well as to the job service agencies and corrections institutions. Furthermore, the project conducts workshops to prepare teachers and counselors to use and adapt the project materials to their respective schools and is in the planning stages of a state dissemination program.

A second project in South Dakota is the PATHFINDER project at the Lake Area Vocational-Technical Institute. This project is directed by Clayton D. Carlson of the Watertown Independent School District. PATHFINDER students are provided with experience at the project site and in the community. They are exposed to nontraditional job roles through audiovisual and printed materials and through simulated and real work situations.

Students, who range in age from 16 years to middle-age, are assisted in setting work and educational goals based on a format of 13 occupational clusters. Six clusters are being phased in during the first year. Through testing, counseling, and experience, students identify one or two clusters of personal interest, and then identify and explore specific occupations.

APPENDIX C

Career Exploration Units

CAREER EXPLORATION UNITS

1. Announcer
2. Architect
3. Auto Body Repairer
4. Auto Mechanic
5. Bricklayer
6. Cabinet Maker
7. Carpenter
8. Cement Mason
9. Compositer
10. Cosmetology
11. Drafting
12. Dry Wall Applicater
13. Electronics
14. Electric Appliance Repairer
15. Electrician
16. Electroplater
17. Furniture Upholsterer
18. Glazier
19. Illustrator
20. Jeweler
21. Leather Worker
22. Machinist
23. Medical
24. Molder, Ceramic
25. Office Practice
26. Plumber
27. Screen Printer
28. Sheet Metal
29. Sign Painter
30. Surveyor
31. Tile Setter
32. Welder Combination

CAREER EXPLORATION SAMPLES

Staff-developed Career Exploration Units

_____ Electronics

_____ Business/Office

_____ Sheet Metal

_____ Care & Guidance of Children

_____ Cosmetology

_____ Medical Service

_____ Practical Nurse

_____ Recreation Technician

_____ Mechanics

_____ Auto Parts

_____ Typing

_____ Several assembly line work samples

_____ Machine Tool Technology

_____ Supermarket Checkout

SRA Job Experience Kits

_____ Accountant

_____ Automobile Mechanic

_____ Beautician

_____ Designer

_____ Electronic Technician

_____ Elementary School Teacher

_____ Lawyer

_____ Librarian

_____ Medical Technologist

_____ Motel Manager

_____ Police Officer

_____ Sales Person

_____ Secretary

_____ Truck Driver

_____ Veterinarian

_____ X-Ray Technician

_____ Appliance Repairer

_____ Carpenter

_____ Drafter

_____ Plumber

APPENDIX D

Work Experience Sites and Support Agencies

Second Year Community Sites

Art Advertising Inc.
Assistant City Engineer
Bartron Clinic
Central Car Exchange
Codington County Health Nurse
Codington County Highway Department
Davey Furniture Company
Department of Game, Fish and Parks
Discount Farm Center
Dorothy's Furs and Fashions
Engelstad Electric
Farmers and Merchants Bank
First National Bank
Griepp Insurance Agency
Harmony Hill Daycare Center
Harold's Camera
Hartwig Plumbing and Heating
Herberger's Department Store
Carpenter and Home Builder
Houekeeper
Jenkins Methodist Home
Ken's Fairway Food Store
Koehn Manufacturing
KWAT/KIXX Radio
Lake Area Veterinary Clinic
Lake Area Vocational-Technical Institute
Marquardt Auto Supply
McKinley Elementary School
Memorial Medical Center
Mental Health Center
Midtex Corporation
Model Rural Development
Nicol Floral and Gifts
NW Bell Telephone Company
Dr. Prey, Optometrist

Ovengolf Bakery
Redlinger Plumbing and Heating
Schull Construction Company
Scott Engineering
Skaggs Grocery
SD National Guard
South Dakota State University, Art Department
Spies Super Valu
St. Ann's Hospital
Codington County States Attorney
Stich's Cycle and Marine
Stein Sign Company
Stoudt Insurance Agency
US Air Force Recruiting
US Army Recruiting
US Navy Recruiting
Watertown Fire Department
Watertown Junior High School
Watertown Police Department
Watertown Public Opinion
Wohlenberg and Gage, Accountants

Supporting Agencies

- Southeast Area Vocational-Technical School, Sioux Falls
- Mitchell Area Vocational-Technical School
- Technical Div., University of South Dakota at Springfield
- South Dakota State University
- Lake Area Vocational-Technical Institute, Watertown
- Boys and Girls Club of Watertown
- Lake Region Mental Health Center
- Drug and Alcohol Referral Center
- Halfway House
- Court Services
- SD Department of Labor
  - CETA Program
  - Job Service
- SD Department of Social Services
  - Division of Human Services
  - Division of Vocational Rehabilitation
- Bureau of Apprenticeship and Training
- Model Rural Development Program
- Watertown Area Chamber of Commerce
- Multi-District Vocational High School
- Watertown and area high schools

APPENDIX E

Instruction and Evaluation Instruments:
Interview/Overview Guide, Work Unit Evaluation,
Work Experience Evaluation

PATHFINDER PROJECT

STUDENT INTERVIEW/OVERVIEW GUIDE

Thank you for consenting to discuss your work with a Pathfinder student. The time you spend in this interview/overview will help the individual make future work or training decisions regarding this occupation.

The interview/overview, which typically lasts about half an hour, is designed to conserve time -- yours and the student's. If warranted by the student's interest, a more in-depth exploration of your work can be arranged.

When the student leaves, please complete the attached evaluation sheet. A Pathfinder representative will make a followup visit within a couple of days.

Following is a suggested format to guide your discussion.

1. What do you know about the work we do here?
2. Why do you think you might be interested in this work?
3. Discuss the following points concerning your work:
    a. A general description of the organization and activities -- what do you do here?
    b. Discuss the student's interests.
    c. Zero in on one job, if possible, relating it to the student's interests.
    d. Education or training needed for this work.
    e. Availability of employment.
    f. Salary expectations.
    g. Opportunities for advancement, management, and ownership of this kind of business.
4. A tour of the business, concentrating on area of student interest.
5. Give student a chance to observe workers, to ask questions, and to hear explanations.
6. As the interview ends, find out if the student is more or less interested in this occupation than at the beginning.
7. Ask student about personal goals and kind of work or training desired.
8. Answer any questions the student might have.

NOTE: Pathfinder does not serve as a job placement agency, nor is any promise or offer of employment implied when an employer agrees to provide work exploration for students.

PATHFINDER PROJECT

STUDENT INTERVIEW/OVERVIEW EVALUATION

____
Student

____
Interviewer

____
Firm

____
Date

1. What kinds of work and duties were discussed?

2. Did the student observe workers performing their tasks?

3. Did other personnel participate in the interview/overview?
Who, and in what way?

4. Did the student ask meaningful questions?

5. Do you feel this person has a genuine interest in your kind of work?

6. What qualities does this student seem to have for success in your field of work?

7. Do you suggest that the student acquire more information in this area of work before deciding on an occupation or training?

8. Are you willing to provide this student with an opportunity for non-paid exploration on your job site? _____Yes _____No

9. If "yes," please check the following:

I am willing to provide this student with work exploration within the following time frame:

___ 2 hours ___ 4 hours ___ 8 hours ___ 16 hours

___ 24 hours ___ 32 hours ___ 40 hours

per week for ___ One Week ___ Two Weeks

10. Specifically, what kind of training would you recommend for this individual?

11. How long did this interview/overview last?

12. Are you willing to interview and/or provide work exploration for other students? ___ Yes ___ No

13. Please make any additional comments, suggestions, and observations.

SAMPLE OF WORK UNIT EVALUATION

NEWSPAPER NEWSROOM

Student Name ______________________

Firm Name ______________________

Employer Instructor ______________________

Project Purpose: To help student become familiar with newsroom functions, while gaining an understanding of numerous job-related skills. Give student opportunity to learn and exercise communications skills.

ACTIVITY	RESOURCES	RESULTS
Receive briefing on the business	Newspaper staff	Student notes on objectives and organization of the business.
Outline duties and responsibilities of each editor and reporter	Newspaper staff, Pathfinder staff	A written or typed paragraph on each position, and name of person filling same.
Outline duties and responsibilities in assisting each of the above	Newspaper staff	A written job description of your duties and responsibilities.
Perform job-related tasks as assigned by employer instructor	Newspaper staff, Pathfinder staff	Keep a daily, detailed log of all job-related tasks performed. Record feelings about each task, and how well it was done. List 10 skills, attitudes, and habits you would need to become a good newsperson.
Review experience at newspaper with employer instructor and others	Newspaper staff, Pathfinder staff	Turn in to Pathfinder staff a written summary of this experience.

EMPLOYER INSTRUCTOR EVALUATION

NEWSPAPER NEWSROOM UNIT

____
Student Name

____
Firm Name

____
Date

In addition to the attached evaluation sheet, please evaluate the student in the following areas of activity.

ACTIVITY	COMMENTS
Receive briefing on the business.	
Outline duties and responsibilities of each editor and reporter.	
Outline duties and responsibilities in assisting each of the above.	
Perform job-related tasks as assigned by employer instructor.	
List dates and number of hours per day this student was on your job site. Was attendance satisfactory____ or unsatisfactory____?	

Please make any additional comments regarding this person's strengths, abilities, interests, needs, and potential for your kind of business. Please note also needs in the basic skills on English, math, and reading.

WORK EXPERIENCE EVALUATION

1. Ability to follow instructions	unable to follow	needs repeating	little difficulty following	no difficulty	uses initiative in following directions
2. Ability to get along with others	uncooperative, rude	indifferent, lacks poise	usually gets along well	poised, courteous usually tactful	unusually poised considerate
3. Attitude toward work area	very careless in area	allows work to be disorganized	follows rules well	proud of area	very neat and organized
4. Cooperation	uncooperative	cooperative, but reluctant	cooperates willingly	cooperates eagerly	always cooperates cheerfully & eagerly
5. Industry	always avoids work	sometimes attempts to avoid work	does job willingly	does more than assignment	shows originality and resourcefulness
6. Quality of work	not acceptable	does less than required amount	does normal amount	does more than normal amount	neat, accurate work beyond acceptable amount
7. Dependability	unreliable even with supervision	sometimes fails obligations with supervision	meets obligations with supervision	requires little supervision	no supervision needed
8. Appearance	inappropriate	sometimes neglectful	satisfactory	neat and well groomed	exceptionally neat and clean
9. Punctuality		Unsatisfactory		Satisfactory	
10. Progress	poor	below average	average	above average	outstanding

APPENDIX F

South Dakota Plan for Career Education

INTRODUCTION

SOUTH DAKOTA'S POSITION ON CAREER EDUCATION

This position statement has been prepared for consideration prior to presentation for formal approval to the State Board of Education.

An Educational Strategy

Career education is a guidance and instructional strategy for improving individual achievement and facilitating individual career development, beginning in early childhood and continuing throughout life. It involves the home, school and community in activities designed to increase self and occupational awareness and to provide career exploration, planning, preparation, and placement; and it includes follow-up studies of those who have left the educational system before or upon graduation.

Within the educational system, the career education approach involves students and school personnel at all levels. It is a motivational approach which focuses teaching and learning on life-centered needs along with the application to avocational and vocational pursuits. Career education enhances the teaching/learning process by integrating career development concepts with the total curriculum, and it blends academic and vocational experiences.

Parents can positively influence the career development of their children, and they can help young people find themselves and their place in society by working together with teachers and counselors in developmental career education. For example, along with school staffs, parents can become thoroughly familiar with the basic career development concepts listed in this paper and available in a separate print-out, and be alert for opportune moments to use these concepts in home situations. (See concepts on page 13) Parents can also serve as career education resource persons at home, at work, or in school; and they can serve on various career education committees.

People from various vantage points can contribute to career education. Examples include school board members, employers, labor, management, PTA's, service club youth committees, and offices such as the Apprenticeship and Training, Job Service of South Dakota, the Division of Vocational Education, Equal Educational Opportunity Office in the Division of Elementary and Secondary Education, Human Development Division of the Department of Social Services, and the Bureau of Indian Affairs.

Effective career education requires the involvement of: (1) state agencies and universities in orienting teacher and counselor educators to career development and helping them infuse career education into their preservice methods courses; (2) university educators in providing both preservice and inservice training of school administrators, teachers, and counselors in the career education approach; (3) state agencies, universities, and local educational agencies in conducting needs assessments, evaluations, and research concerning career education as an agent to improve American education; and (4) employers with the cooperation of labor and management in providing orientation to the world of work for students, for teachers and counselors in training, and for those already in the field.

Essential to statewide implementation are: (1) state level funding, leadership, coordination, and consultant services to encourage local efforts; and (2) support from local school boards and administrators of K-12 districts, and the boards and administrators of colleges and universities. This includes the allocation of funds, personnel, time, space, equipment and materials for career education.

Local implementation requires leadership from administrators, curriculum development specialists, school counselors, local vocational education coordinators, and classroom teachers. Effective implementation also necessitates assistance from counselors and instructional materials consultants to classroom teachers as they incorporate career development concepts in their lesson plans. Organized and readily accessible resources for career education can enrich the curriculum; and well planned communication strategies to foster the involvement of parents, employers, and the general public can also contribute to career education.

Meeting the Career Development Needs of All Persons

The career education approach to instruction and guidance is designed to involve all individuals in meeting their own career development needs. It involves individuals of all economic, social, and ethnic backgrounds; it involves learners with various levels and kinds of ability and exceptional education needs. Career education is student-centered and encourages individual involvement as they seek to gain an understanding of themselves and their present and future roles in society; and it relies heavily upon guidance and counseling services for students, parents, and school staff at all educational levels.

Summary of Conceptual Base

In summary, career education is a guidance and instructional strategy which aims to motivate and improve educational achievement by relating school programs to their application in vocational and avocational pursuits outside of school; and it facilitates the integration of career development concepts with all subjects and at all grade levels. It blends academic and vocational experiences, and it recognizes the home and the community as major components of the learning environment.

Comprehensive, developmental career education involves learners with all kinds and levels of ability. It involves individuals with varied educational, economic, social, and ethnic backgrounds. It includes activities to develop positive attitudes toward self and an understanding of self in relation to others and the environment. It involves students in activities designed to develop positive attitudes toward work and an understanding of the world of work, its nature and structure, and the various factors which impinge upon it; and it encourages individuals to explore and test their interests and aptitudes in a variety of short term, actual, or simulated exploratory work experiences. Along with exploration of selected occupational clusters, career education engages students in guidance and instructional activities which assist them in vocational and educational planning and in the development of decision-making skills; thus, enabling them to enter avocations and vocations by informed choice rather than by chance.

Career education fosters flexibility in attitudes, skills, and knowledge in order to cope with accelerated change and obsolescence.

It encourages individuals to consider the interrelationships between preferred life style and career choice, and to plan and prepare for meaningful, satisfying lives including the preparation for appropriate employment whenever leaving formal education. Culminating components of career education include placement services and follow-up of former students as a means of evaluating the effectiveness of educational and placement programs.

Career education can serve as a delivery system for both individual career development and optimal development of human potential for our rapidly changing society.

Coordinated career education requires support from school boards and administrators, preservice and inservice training of staffs, and the involvement and commitment of school personnel, parents, consumer groups, employers, labor, management, professionals, agencies, and the entire community.

Definition

Career Education is an instructional strategy which provides an opportunity for all students to prepare for a successful life of work by increasing their options for occupational choice through educational experiences which focus upon self-understanding, an awareness of the world of work, the development of basic skills essential to all other learning, a broad orientation to occupations (professional and non-professional), indepth exploration of selected (occupational) clusters, planning and training for initial employment, placement, and training required for advancement within the career. Career education includes the total community with both the school and the community providing the environment and the resources.

APPENDIX G

Pathfinder Advisory Council

PATHFINDER ADVISORY COMMITTEE

Carl Glander, CETA Director
South Dakota Job Service
715 South Maple
Watertown, South Dakota 57201
886-5771

Bill Folkerts, Administrator
Model Rural Development
401 1st Avenue NE
Watertown, South Dakota 57201
886-7224

Bill Franklin, Administrator
Division of Vocational Rehabilitation
312 9th Avenue SE
Watertown, South Dakota 57201
886-7000

Harlan Konrad, Counselor
Watertown High School
Watertown, South Dakota 57201
886-5872

Lee Sullivan, Counselor
S. D. Job Service
715 S. Maple
Watertown, South Dakota 57201
886-7010

Courtney Livingston, Apprenticeship Program
Engelstad Electric
620 A Avenue NE
Watertown, South Dakota 57201
886-5508

David Marquardt, Manager
Marquardt Supply Company
19 3rd Street NE
Watertown, South Dakota 57201

Roger Carlson, Agri-Business
Lake Area Vocational-Technical Institute
Watertown, South Dakota 57201
886-5872

Jeanette Bergh, Recreational Therapy
Lake Area Vocational-Technical Institute
Watertown, South Dakota 57201
886-5872

APPENDIX H

Letter to Counselors

Letter to Drop-Outs

Letter to Businesses

Telephone 605/886-3977

PATH FINDER

Project in Experience Based Career Education

120 Third Street Southwest
Watertown, South Dakota 57201

November 2, 1977

Darein Peterson, Principal
Castlewood High School
Castlewood, SD 57223

Dear Mr. Peterson:

Pathfinder is designed to help young adults learn more about themselves in relation to work and training, and to help them get some orientation to work.

We are particularly concerned about the person leaving high school prior to graduation.

For this reason we are enclosing several copies of a letter inviting these individuals to take advantage of our services.

We would appreciate your cooperation in giving a copy of this letter to each early leaver.

Pathfinder is federally funded through the Watertown School District, and no charges are made for our services.

Pathfinder is open to adults of any age, and you might perform a service to others in your community by referring them to Pathfinder.

Sincerely,

Clayton D. Carlson
Director

CDC:mn

Encl.

PATH FINDER
Telephone 605/886-3977
Project in Experience Based Career Education
120 Third Street Southwest
Watertown, South Dakota 57201

Dear Former Student,

Pathfinder is looking for "Drop-Ins."

If you're leaving school and want a chance to examine your interests and look at various kinds of jobs, Pathfinder is worth checking out.

It's informal. You set your own schedule. You're pretty much on your own in a non-school atmosphere.

And it's free.

Here are some of the things Pathfinder offers you:

- Interest testing
- Career counseling
- Job exploration through work experience, work sample units, films, and printed information
- Work readiness-how to apply for a job, write a personal resume, fill out a job application, interview for a job, personal grooming, etc.
- Check into training and educational opportunities and financial aids
- Brush up on typing and secretarial skills
- Beef up your math, English, and reading skills
- Get a high school certificate through GED program

Call us. Stop by. We'll help you design your personal program to help you decide what you want to do, and help you get ready to do it.

Regards,

Gary S. Bill A.
Maxine N
Pathfinder Staff
Janice C.
Clayton D. Carlson
Mary Kangas

PATH FINDER

Telephone 605/886-3977

Project in Experience Based Career Education

120 Third Street Southwest
Watertown, South Dakota 57201

August 8, 1978

Dear Employer/Instructor:

During the coming year I will be coordinating site visits to area businesses by Pathfinder students. Since you are already familiar with the Pathfinder program, you know how important your cooperation is in orienting students to the world of work. By taking an hour or two to explain your job to one of our students, you help that person make important decisions about his or her work future.

Enclosed is a card on which to indicate your interest in working with Pathfinder. Please take a minute to fill out the card and return it to us. I will schedule a visit to your business in the near future to discuss the part you wish to play in aiding Pathfinder students in choosing careers.

I look forward to meeting you, and appreciate your continued interest in the Pathfinder program.

Sincerely,

Vicki A. Welch
Community Resource Director

APPENDIX I

South Dakota High School Survey
and
Boy Scouts of America Survey

Table 1

South Dakota Student Needs--All Students Responding
Needs Shown by Rank Order of Need Items*

Rank	Item Number	Item Description	No Need	Need	Expressed Need Not Being Met
1	37	To know how to prepare for careers	27%	73%	87%
2	57	To be aware of employment outlook	29%	71%	92%
3	46	To get on-the-job experience	30%	70%	89%
4	34	To find courses relevant to my future	31%	69%	87%
5	5	To set my goals in life	33%	67%	74%
6	27	To know how to assess and evaluate my goals	34%	66%	87%
7	26	To understand what I achieve	35%	65%	83%
8	50	To develop a flexible career plan	35%	65%	83%
9	39	To know about available financial aids	36%	64%	91%
10	41	To be aware of career training offered	36%	64%	90%
11	45	To talk with people employed in my areas of interest	36%	64%	90%
12	44	To know about careers and world of work	36%	64%	89%
13	54	To know where to look for a job	37%	63%	89%
14	3	To develop confidence in myself	37%	63%	81%
15	55	To know how to apply and interview for a job	38%	62%	84%
16	24	To know more about my strengths and weaknesses	38%	62%	84%

Table 1
(continued)

Rank	Item Number	Item Description	No Need	Need	Expressed Need Not Being Met
17	47	To explore in-depth jobs which relate to my interests & abilities	39%	61%	92%
18	40	To be aware of after graduation educational alternatives	39%	61%	89%
19	1	To understand my abilities and interests	39%	61%	86%
20	38	To know how courses relate to careers	39%	61%	85%
21	43	To know how things important affect careers	40%	60%	84%
22	36	To find courses appropriate to needs	40%	60%	83%
23	53	To know what jobs are available locally	41%	59%	89%
24	8	To be better listener and respond better	42%	58%	79%
25	14	To have some listen when I have problems	43%	57%	73%
26	13	To build trusting relationships with others	43%	57%	70%
27	7	To learn to tell others how I feel	44%	56%	85%
28	48	To have experience in knowing what it is like to be employed	45%	55%	82%
29	60	To become aware of guidance, counseling services	46%	54%	90%
30	51	To talk to counselor about career plans	56%	54%	85%
31	9	To state my own views	46%	54%	85%
32	18	To know how to get along with other sex	56%	54%	73%
33	23	To become tolerant of persons whose views differ from mine	47%	53%	82%
34	42	To understand impact of work on my life	47%	53%	82%

Table 1
(continued)

Rank	Item Number	Item Description	No Need	Need	Expressed Need Not Being Met
35	28	To learn how to make decisions	47%	53%	76%
36	49	To know how people influence my career	48%	52%	87%
37	12	To become more accepting of others	48%	52%	75%
38	17	To have better relationships with students	48%	52%	70%
39	4	To understand how feelings affect my behavior	49%	51%	82%
40	10	To better understand teachers	49%	51%	82%
41	15	To know how to get along with my family	49%	51%	77%
42	20	To understand my religious beliefs	49%	51%	77%
43	19	To develop friendships with both sexes	51%	49%	64%
44	11	To better understand people older than me	52%	48%	75%
45	52	To have my parents involved in career plans	52%	48%	75%
46	5	To be more accepting of my physical appearance	52%	48%	74%
47	21	To understand more about sex and love	52%	48%	74%
48	56	To obtain part-time and/or summer work	53%	47%	82%
49	29	To learn how to adapt to changing world	53%	47%	78%
50	2	To understand, accept, and like myself better	55%	45%	76%
51	25	To better understand my standardized test scores	56%	44%	85%
52	33	To know more about graduation requirements	56%	44%	77%
53	58	To get to know my counselor/advisor better	57%	43%	86%

Table 1
(continued)

Rank	Number	Item Description	No Need	Need	Expressed Need Not Being Met
54	16	To have better relationships with teachers	59%	41%	81%
55	31	To understand changing roles and expectations of men and women	60%	40%	81%
56	35	To receive help in selecting courses	60%	40%	81%
57	30	To understand impact of my sex on career	66%	34%	79%
58	22	To understand more about use/abuse of drugs, including alcohol	67%	33%	66%
59	32	To select more courses by myself	68%	32%	71%
60	59	To talk about personal concerns with counselor	69%	31%	88%

*Results based on 10, 179 South Dakota sophomore, junior, and senior high school students surveyed in October 1977.

Boy Scout Survey Results

May, 1978

If you had the opportunity to explore your interest area by working with experts in their career fields and avocational hobby areas, what would be your choice?

Career and Job Opportunities

1st	2nd	choice	1st	2nd	choice
160	112	Photography	21	11	AG Business
21	37	Journalism	50	36	Veterinarian
24	36	Law Enforcement	11	9	Life Support/CPR
41	38	Law	3	10	Fire Protection
108	31	Medical and Health	17	37	Communications
54	48	Conservation	13	19	Transportation
52	51	Aviation	35	23	Automechanics/Eng.
56	47	Electronics/Computers	32	51	Forestry
31	41	Military Careers	19	21	Exploring Careers

Avocational/Hobby Areas

1st	2nd	choice	1st	2nd	choice
252	101	High Adventure/Backpacking	164	137	Tennis
110	52	Marksmanship/Trap Shooting	77	106	Bowling
8	10	Golf			

APPENDIX J

Final Report - Summer Manpower Program

CAREER ENRICHMENT PROGRAM

Pathfinder Project
120 Third Street S. W.
Watertown, South Dako[illegible]

Career Exploration

REPORT

Coordinator: Clayton Carlson

Program Instructors

Ron VanLaecken
Pat Murphy

July 1978

INTRODUCTION

Do you know why people fail? Do you know why there are so many unhappy frustrated people in the world? Because they did not succeed. Their career flight was not carefully planned and guided to follow a worthwhile and satisfying path. This program was developed to provide that path, to provide the students with career exploration opportunities. With the many problems confronting our youth in the world of work, career education is of great importance.

The program in Watertown aided these young people in exploring many careers by utilizing the Utah State Career Exploration units. These units enabled the students to have a "hands-on" experience in career exploration.

The young people enrolled were also given the opportunity to further explore careers aided by filmstrips, cassettes, interest exams, career reference materials, quest speakers from South Dakota Job Service and class discussions.

Objectives

To demonstrate an understanding of the students' occupational interests, aptitudes and skills.

To develop an individualized job search plan.

To write appropriate resumés and letters of application.

To complete an application form completely and accurately.

To participate effectively in job interviews.

To develop an understanding of their occupational interests, aptitudes and skills.

To conduct appropriate follow-up activities to job application and interviews.

To understand and develop good work habits, attitudes and interpersonal relationships for employment.

To provide a hands-on activity.

To explore career areas with the hands-on concept by utilizing the Utah State Work Sample units.

The aforementioned objectives were attained by dividing the classes into two parts. The morning was spent with the students working with the Utah Work Sample Units which utilize the hands-on concept of career exploration. In the afternoon the students would move into a classroom situation where various aspects of the world of work were explored.

CAREER EXPLORATION UNITS

1. Announcer
2. Architect
3. Auto Body Repairer
4. Auto Mechanic
5. Bricklayer
6. Cabinet Maker
7. Carpenter
8. Cement Mason
9. Compositer
10. Cosmetology
11. Drafting
12. Dry Wall Applicater
13. Electronics
14. Electric Appliance Repairer
15. Electrician
16. Electroplater
17. Furniture Upholsterer
18. Glazier
19. Illustrator
20. Jeweler
21. Leather Worker
22. Machinist
23. Medical
24. Molder, Ceramic
25. Office Practice
26. Plumber
27. Screen Printer
28. Sheet Metal
29. Sign Painter
30. Surveyor
31. Tile Setter
32. Welder Combination

PROCEDURES AND ACTIVITIES

Day 1

8:00 - 9:00 Orientation

1. Explain objectives
2. Explain Utah State Work Sample Units
   a. Operations
   b. Procedures

10:00 - 12:00 Work at Work Sample Units

1. Select units of interest
2. Work at own pace
3. Upon completion of unit, a work sample evaluation was filled out

12:00 - 1:00 Free Lunch - at Vocational School

1:00 - 1:30 Hand out workbook (Decisions for Living)

Review interest exams - have students write information in workbook

Have students fill out Attendance Record cards

View filmstrips series *Goofy Goes to Work*
Walt Disney Educational
Media Company

1. Before the Search Begins
   Class Discussion
   1. Job Market Survey
   2. Where to look for a job
2. Making an Application
   Class Discussion
   1. Appearance
   2. Filling out forms properly
3. The Interview
   Class Discussion
   1. Resumé
   2. Tips for job interview
4. Which Job's Best for You?
   Class Discussion
   1. Other aspects of job
      a. Promotion
      b. On-the-Job Training
      c. Health and Medical Benefits

5. Making a Good Impression
    Class Discussion
    1. You and Your Fellow Employees
    2. Bad habits
6. Changing Jobs
    Class Discussion
    1. Reasons for changing job
    2. Steps to take

Day 2

8:00 - 12:00 Continue working on career exploration units

12:00 - 1:00 Free Lunch - at Vocational School

1:00 - 2:00 Representative from South Dakota Job Service spoke to the students concerning the different aspects of the world of work

I. Introduction
    A. Short filmstrip on the Job Service
II. Sources of Job Information
III. Self-Appraisal
IV. Preparing a resumé
V. Job Interview
    A. Before the interview
    B. What employers look for
    C. Appearance and conduct
    D. Questions asked at interview

2:00 - 3:00 Students fill out Pathfinder application form

Students fill out the "Self Evaluation" and the "Open-End Personal Data" sections in the workbook Decisions for Living.

Class discussion concerning job seeking skills in conjunction with related filmstrips

Filmstrip series - Job Survival Skills
Singer Education and Training Products

Day 3

8:00 - 12:00 Continue working on career exploration units

Career Enrichment Evaluation was filled out

12:00 - 1:00 Free Lunch - at Vocational School

1:00 - 2:00 Career Investigation

Follow-up from interest exam

Each student could select one or more occupations and thoroughly research them. They are to answer the questions in the Decisions for Living workbook.

Reference materials will be provided by the career

2:00 - 3:00 View filmstrips - Career Directions

Getting the job you want

A Changing Times Education Service

Set up mock interviews

Students are given chance of role-playing

EVALUATION

All participants in the program were asked to complete an evaluation form at the conclusion of the three day program. The extent to which their comments would be weighed in determining the future direction of the program was emphasized with the participants, and candid remarks were encouraged. The students rated the sessions as helpful and indicated that they would recommend the sessions to other students. The tabulation of student evaluation forms and comments can be found on the attached pages.

Comments from Evaluation Sheets:

I like those cute little samples and I wish we could have those in the public schools.

I would like to go to school like this year round. It was fun.

They helped me to know what and what not to do at job interview.

They helped me because he told a lot about it and explained it good.

I would like to go to our regular schools and do this kind of stuff.

Wish our regular school could have this educational program. I think it would help us understand what the jobs are really like.

I thought it was real easy to learn what a job is about, and made learning fun.

It helps to know what the interviewer will ask you and what will happen so that you're not as nervous when you go look for work.

I feel Job Service should go by the tests we took, because I feel they were helpful for me in deciding what I didn't like, and what I did like. They told me a lot about myself that I didn't know before. I also thought it was a good idea for you to have the guy from Job Service up. It was interesting.

Most of the things I knew already so it didn't help me all that much but I did like the guy that talked — that helped the most I guess.

The guy that came and talked about job interviews was good.

More time at the other place so that we could build more things.

I really liked the program because I thought it helped us to look ahead and plan about the different fields we could go into. I especially liked the booths or part at Lincoln.

Gives you a better understanding of other jobs.You should have more days and more booths, such as arenotics.

Two days is long enough.

I did think that some things are covered to many times. I like the units because they gave you a chance to do different things.

I really enjoyed Pathfinder class. It gave me a good chance to learn about different careers. I enjoyed the break from work too!

This should have been done before we started on the job.

The afternoon sessions were sort of a break in routine. It was helpful in some ways. I thought it was interesting because you got to go on your own and at your own pace. I think it was worthwhile.

I really liked Pathfinder because it gave me an idea about what I really liked to. Also it gave me a lot of experience.

I like the whole program because it will help me when I go to look for a good job.

It really helped me find out which jobs I liked best by doing a sample in many occupations.

I wish school was the same as Pathfinder and then have the afternoon session and talk.

I think it was a good experience for us to find out the things we like and the things we don't; it will help us decide on what kind of work we'll like to do in life.

I thought all were very interesting. I think the whole program is quite beneficial and planned really well. I enjoyed it very much.

I thought this program was fun and interesting. It helped me learn some things about different careers.

The Pathfinder Project is a good idea. Maybe for some people but I don't think that it should be required!!

I thought that it was a lot of fun and we received any help or laughter necessary.

I don't think the class should be mandatory. I don't think Job Service should dictate to us just because they got the jobs for us. Thank you for being concerned though. Especially thanks to Mr. Murphy and Mr. Van Loeken because they didn't act condecsending.

I like to work with wood. It would be nice if we could have made more than just a sign. If we could of make a small cabnet.

Put air conditioner in Lincan School.

It was fun and helped me work with my hands.

(Which unit did you like best?) All of them because they were very helpful. I learned a lot and I think you should keep it going myself.

The Pathfinder was reasonably helpful to me in learning more about careers.

This was a very good program. It should continue to run for years to help others like it helped me and the others.

It was very interesting.

I think that this program was a good benefit for those who took it seriously, and it also helped me to find out my interest and things I didn't know about jobs and careers.

I learned about different careers & thought it very worthwhile.

I liked this program because I got to see what my interest is and that I got to do a little work to show me if I liked it or not.

It helped me understand what some of the jobs were about and what the work was like. Overall I think it is a good program.

CAREER ENRICHMENT EVALUATION

Name Tabulation - of all groups

1. How would you rate the overall quality of the Summer Career Enrichment Program?

Poor				Excellent
1	2	3	4	5
0	1	7	20	16

2. In the Summer Career Program did you feel that you could progress at your own rate?

Definitely No				Definitely Yes
1	2	3	4	5
0	2	9	15	18

3. Do you feel the Interest Test you took helped you to learn more about your career interests?

Definitely No				Definitely Yes
1	2	3	4	5
0	2	14	16	12

4. In comparison with past schools, how much opportunity did the Summer Career Program provide you for learning about jobs?

Much Less		About Same		Much More
1	2	3	4	5
1	1	5	13	24

5. The work sample units helped me learn about different careers.

Definitely No				Definitely Yes
1	2	3	4	5
0	3	5	17	19

6. How would you rate the meals at the Vocational School?

Poor				Excellent
1	2	3	4	5
2	3	7	13	19

7. Did you feel the classroom sessions at the Vocational School were helpful to you?

Definitely no				Definitely Yes
1	2	3	4	5
0	1	17	16	10

On the grid below please circle a number from 1 to 5 to indicate how helpful you feel the Career Enrichment Program has been to you in reaching each objective. (For example, if you feel the Career Enrichment Program was very helpful circle 5, if moderately helpful circle 3, and if little or no help circle 1.)

How helpful do you feel the Career Enrichment Program experiences have been in assisting you to:

	Of Little or No Help				Very Helpful
1. Understand more about yourself	④ 1	⑦ 2	⑮ 3	㉑ 4	③ 5
2. Develop your own creativity	③ 1	② 2	⑭ 3	⑭ 4	⑪ 5
3. Learn how your interests and abilities fit into potential careers	⓪ 1	③ 2	⑬ 3	⑩ 4	⑱ 5
4. Learn what to look at when considering a job	⓪ 1	① 2	⑥ 3	㉔ 4	⑬ 5
5. Learn how to find and keep a job	① 1	④ 2	⑦ 3	⑯ 4	⑯ 5

Please indicate which Work Study Units you used:

12 Announcer ③
7 Architect ②
12 Auto Body Repairer ⑥
5 Auto Mechanic ①
4 Bricklayer
21 Cabinet Maker ②
6 Carpenter ②
8 Cement Mason
12 Compositer
12 Cosmetology ①
1 Drafting ①
4 Dry Wall Applicater
2 Electronics
11 Electric Appliance Repairer
8 Electrician ①
1 Electroplater

17 Furniture Upholsterer ①
1 Glazier
4 Illustrator
17 Jeweler ②
31 Leather Worker ⑮
12 Machinist ③
11½ Medical ③
17 Molder, Ceramic ④
1 Office Practice
4 Plumber
6 Screen Printer ①
2 Sheet Metal
20 Sign Painter
4 Surveyor
10 Tile Setter
9 Welder Combination ⑤

Which unit did you like best? see red figures above

WORK SAMPLE EVALUATION

Name ____________________ Unit Title ____________________

Date ______________

1. Before you begin the work tasks, do you feel you would like to have a job like the one before you?

Yes	Maybe	?	No
☐	☐	☐	☐

2. How did you like this activity?

Very Good	Good	Fair	Not at All
☐	☐	☐	☐

3. Would you like to know more about this career?

Yes	No
☐	☐

4. Now that you have finished the work tasks, do you feel you would like to work in this career area?

Yes	Maybe	?	No
☐	☐	☐	☐

5. Instructor rating

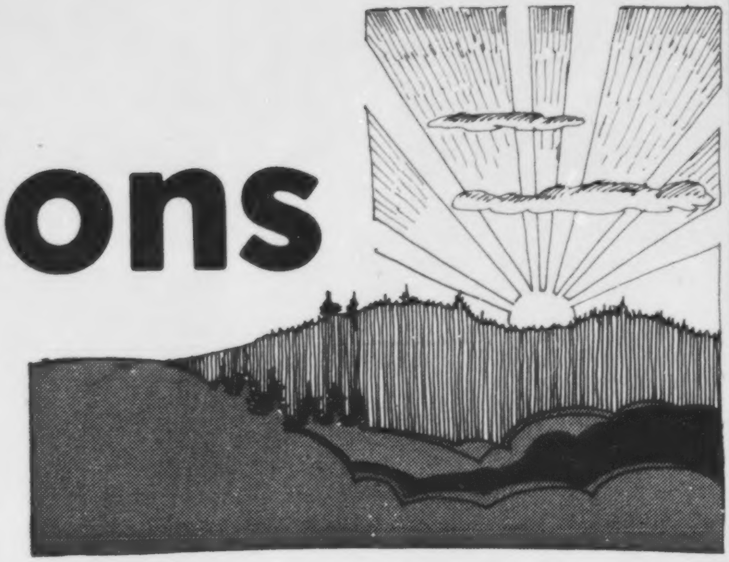
Fair		Good		Excellent
1	2	3	4	5

Appendix K was removed because it
contained confidential information.

APPENDIX L

"Decisions for Living"

decisions for living



a guide for personal planning

PATHFINDER PROJECT

Pathfinder: Exploration through a cluster structure linking Business Industry, Manpower Agencies, and Vocational-Technical Education by broadening information, aspiration, and career and educational opportunities for young people.

Project No. 502AH60061A
Grant No. 608-76-00114

The work reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Pathfinder Project
120 Third Street Southwest
Watertown, South Dakota 57201

Clayton D. Carlson, Director   Edited by Gary Skoglund

May 1978

* * * * * * * * * * *

It is the policy of the Pathfinder Project not to discriminate on the basis of sex, race, color, national origin, creed, religion, marital status, status with regard to public assistance, age, or disability, in its educational programs, activities or employment policies as required by federal and state laws and regulations.

Test Information
& Self Evaluation

GUIDELINES FOR CAREER PLANNING

1. Take into account the goals you want to achieve in the years ahead.

2. Base your career plans upon the kind of person you would like to be and the kind of life you would like to lead five (5) or ten (10) years from now.

3. Base your career planning upon your own abilities, interests, personality and motivations.

4. Investigate the trends in the occupations in which you are interested. This includes study of the ways in which the occupation is changing, skills required, education needed, etc.

5. Know how to use various occupational information resources in order to investigate the occupation in which you are interested.

6. Discuss the advantages and disadvantages of the occupation with a worker who is currently employed in that occupation.

7. Give thought to the amount, kind and quality of education or training needed for entry into the occupation in which you are interested.

8. Consider the possibility that you may have to move to different geographic areas in order to pursue the occupation in the future.

9. Study and explore the occupations that are related to the one in which you are interested.

SELF EVALUATION

Interests

My hobbies are:

1.____

2.____

3.____

4.____

5.____

If I had a choice I would rather work with (rank 1st, 2nd, 3rd choices, etc.)

_____ People

_____ Things

_____ People & Things

_____ Things & Data

_____ People, Things & Data

_____ Data

_____ People & Data

My favorite classes in school were:

1.____

2.____

3.____

My Personal Goals are: Please rank top three goals.

_____ College

_____ Vocational School

_____ Business College

_____ Go to work (any type of work)

_____ Marriage

_____ Buy a car

_____ Buy a home

_____ Military Service

_____ Make a lot of money

_____ Get a job that is satisfying

_____ Completely change my career direction

OPEN-END PERSONAL DATA BLANK

NAME____ Date____________________

INSTRUCTIONS:

Below are some partly completed sentences. Read each one and finish it by writing the first thing that comes to your mind. Work as quickly as you can. If you cannot complete an item, circle the number and return to it later.

1. My hobbies are
2. I enjoy reading about
3. My favorite pastime is
4. On weekends I usually
5. My greatest weakness is
6. My favorite school subject was
7. I don't like people who
8. When the odds are against me
9. The people I like best
10. My secret ambition
11. I am at my best when
12. My friends like to
13. What I want most out of life
14. I get embarrassed when
15. A real friend
16. My greatest desire is
17. I am happiest when
18. My best friend(s)
19. I'd be happy if
20. I enjoy being with
21. I always wanted
22. I am considered
23. At home
24. To me the future looks

CAREER ASSESSMENT INVENTORY

Results for ____________________

THE ADMINISTRATIVE INDICES

	Response Percentages				
Activities	LL_____	L_____	I_____	D_____	DD_____
School Subjects	LL_____	L_____	I_____	D_____	DD_____
Occupations	LL_____	L_____	I_____	D_____	DD_____

Fine Arts-Mechanical

Score_____

The Fine Arts-Mechanical index gives an overall view of how you responded to the items on the inventory. Scores of 42 and lower indicate a strong preference for creative and social service occupations. Scores of 58 and higher indicate a strong preference for mechanical activities and for skilled trades and technical occupations. Scores between 43 and 57 indicate an overall preference for both fine arts and mechanical activities or an indifference to these activities.

Occupational Extroversion-Introversion

Score_____

The Occupational Extroversion-Introversion index gives an overall view of whether you prefer to work alone or with people. Scores of 42 and lower indicate a preference for working with people more than with just things; people in sales occupations and social service professions tend to have low scores. Scores of 58 and higher indicate a preference for working with things more than with people; people in skilled trades occupations and technicians tend to have high scores. Scores between 43 and 57 fall in the average range.

Educational Orientation

Score_____

The Educational Orientation index indicates how your interest preferences compare to the overall interest preferences of individuals who attend a liberal arts college. Scores of 40 and higher indicate a liking for studying and for creative, mathematic, fine arts, and scientific activities generally offered by a community college or liberal arts college. Scores between 31 and 39 usually are obtained by adults who have pursued vocational, technical, business, or some community college course work and by students in high school and young adults. Scores of 30 and lower generally reflect an indifference or a disliking for school course work; adults who do not continue their education beyond high school and young adolescents typically have scores in this range.

Variability of Interest

Score_____

The Variability of Interest index indicates the diversity of your interest preferences. Scores of 60 and higher indicate preference for a wide range of activities, while scores of 40 and below indicate that a more narrow range of activities is found rewarding. Scores between 41 and 59 are in the average range and are typical of most people.

GENERAL THEMES

Research has shown that interests can be grouped into six categories and that each of these groupings can be described by a general theme. Below are your scores on the six general theme scales and a graph to view your results better. The abbreviated theme names are listed in the scale column with the complete names listed to the right of the column. Most people have scores between 43 and 57 on these scales, so this range, 43-57, is called the average range of scores. Scores below 43 generally are considered as low interest in that theme. Scores above 57 generally are considered as high interest in that theme.

Scale	Your Score	
R - Theme	_____	Realistic
E - Theme	_____	Enterprising
I - Theme	_____	Investigative
A - Theme	_____	Artistic
S - Theme	_____	Social
C - Theme	_____	Conventional

Descriptions are given below for each of the themes (on the back of your profile). These are ideal descriptions of the interests and characteristics related to each theme, so all the descriptions may not exactly fit any one person. Few people have high scores on just one theme and low scores on the others. Most people score high on two or even three themes and thus they share some of the descriptions with more than one theme. Some people score low on all themes which would indicate that strong patterns of interests, as measured by these themes, have not been established yet---this is particularly true for young people. Generally, the higher your score, the more characteristics you share with that particular theme.

Themes

My Score

_____ R-Theme---People who have high R-Theme scores like to work with their hands and tools to repair things or build things. Generally, they like to be outside working rather than at a desk in an office. They have good physical skills, are practical, rugged, and generally prefer to work with things rather than people. They prefer occupations such as mechanic, skilled trades, forester, and farmer. The word realistic has been used to describe this area, thus R-Theme.

My Score _____ E-Theme---People who have high scores on E-Theme are good at talking and using words to persuade people. Often they are in sales work and they are good at thinking up new ways of doing things to lead and convince people. They see themselves as full of energy, enthusiastic, liking adventure, and confident. Many times they are in occupations such as sales, managers, buyer, merchandising, and business. Enterprising describes these interests, thus, E-Theme.

My Score _____ I-Theme---This theme tends to center around science and scientific activities. People who have high scores tend to enjoy working with words and ideas to find their own answers and solutions to problems. They prefer working alone and frequently are original and creative. They enter occupations such as laboratory research worker, medical technician, computer programmer, and other scientific jobs. Investigative is used to describe this theme, thus I-Theme.

My Score _____ A-Theme---People who score high on A-Theme have an artistic bent to their nature and like to work in jobs with many possibilities for expressing themselves by making and creating works of art. They usually like to work alone and to wrap themselves up in what they are doing. Occupations such as artist, author, cartoonist, singer, poet, and interior designer reflect this theme. The word used to describe this area is artistic, thus A-Theme.

My Score _____ S-Theme---People who have high scores on S-Theme tend to have a strong concern for others and like to help them solve personal problems. They see themselves as cheerful, popular, and are good leaders. They prefer to solve problems by talking things out and they get along well with many types of people. Some occupations preferred by these people are social worker, nurse, recreation leader, camp counselor, and teacher. This is the social or S-Theme.

My Score _____ C-Theme---This type prefers activities and jobs where they know exactly what is expected of them and what they are supposed to do. They work well in large offices, but usually do not seek leadership jobs. They describe themselves as conventional, stable, well-controlled, and dependable. They prefer many types of jobs in the business world such as bank teller, bookkeeper, accountant, computer operator, and secretary. Conventional describes this area, thus C-Theme.

BASIC INTEREST AREAS

The Basic Interest Areas show the strength of your interest in a variety of pure types of areas. These scores will show areas where you will find satisfaction or dissatisfaction. They can be important in making career choices or in deciding on leisure-time activities. The average adult scores between 43 and 57 on each scale. On some scales, females and males respond somewhat differently.

Note: List scores in each area high to low.

Very High Interest (66+)

Your Score		Min- Max

High Interest (65-58)

Average Interest (57-43)

Your Score		Min-Max
____	________________________	____
____	________________________	____
____	________________________	____
____	________________________	____
____	________________________	____
____	________________________	____
____	________________________	____
____	________________________	____
____	________________________	____
____	________________________	____

Low Interest (42-35)

____	________________________	____
____	________________________	____
____	________________________	____
____	________________________	____
____	________________________	____
____	________________________	____
____	________________________	____
____	________________________	____
____	________________________	____
____	________________________	____

Very Low Interest (34-)

Your Score		Min-Max
____	____________________________________	______
____	____________________________________	______
____	____________________________________	______
____	____________________________________	______
____	____________________________________	______
____	____________________________________	______
____	____________________________________	______
____	____________________________________	______
____	____________________________________	______
____	____________________________________	______

MECHANICAL/FIXING - Using tools to repair or adjust things such as repairing damage to a car, adjusting a carburetor, and fixing a sink are measured by this scale. Mechanics, skilled trades workers, and service repair people have high scores in this area.

ELECTRONICS - Working with electrical things such as building or fixing a radio, studying electronics, and doing electrical wiring are interests of an electronics technician, electrician, radio/tv repairperson, and mechanic.

CARPENTRY - Working with wood, such as fixing antiques or broken furniture, or making things, such as cabinets, are interests that carpenters and other building tradespeople have.

MANUAL/SKILLED TRADES - Operating machinery, equipment, or vehicles and skilled trades occupations are interests measured by this area. Some occupational examples are truck driver, bus driver, sheet metal worker, firefighter, machinist, plumber, and construction worker.

AGRICULTURE - Agricultural or forestry occupations that are worked at outdoors are related to this area. Some examples of occupations that have high scores on this scale are farmer, forest ranger, park ranger, horseshoer, veterinarian assistant, and conservation officer.

NATURE/OUTDOORS - Being outdoors, going canoeing or camping, growing flowers, or raising a garden, or just walking through the woods are similar types of activities related to the area.

ANIMAL SERVICE - Working with animals and taking care of them are interests related to such occupations as being a dog trainer, working at a zoo, managing a pet shop, or being a veterinarian's assistant.

SCIENCE - Studying biology, astronomy, geology, and physics, reading books on science, and doing scientific activities are interests of people who have high scores on this scale such as scientists and laboratory technicians.

NUMBERS - Working with numbers to keep a budget, drawing graphs and charts, and studying arithmetic, algebra, and general math are things liked by accountants, computer programmers, technicians, and bookkeepers.

WRITING - Covering news stories, writing poetry, doing creative writing, and writing stories are things liked by reporters, writers, advertisers, librarians, and journalists.

PERFORMING/ENTERTAINING - Being in front of people and acting in a play, directing a play, and being in a band, playing a musical instrument, being an actor/actress, and so forth are part of this general interest area.

ARTS/CRAFTS - Doing fine arts activities such as going to concerts or art galleries as well as hobby pastimes such as making pottery, leather goods, or rugs are activities liked by interior designers, fashion designers, and other creative types of people.

SOCIAL SERVICE - Being with people and helping them, making new friends, working on a group project, and doing volunteer work for your town or city are activities related to being a high school counselor, social worker, scout troop leader, camp counselor, or marriage counselor.

TEACHING - Helping individuals to learn, especially in school, is an important part of this area. Teachers, instructors, child care assistants, teacher aids, and physical therapy assistants are some examples of people who have high scores on this scale.

CHILD CARE - Being with children, such as caring for them or assisting in a school, and helping children to read, spell, or play are interests related to being a nursery school teacher, elementary teacher, teacher aide, or child development specialist.

MEDICAL SERVICE - Giving medical aid to people, working in a hospital, studying first-aid, and helping at an accident are interests of medical occupations such as nurse, nurse aide, respiratory therapy assistant, radiological technician, operating room technician, and other hospital occupations.

RELIGIOUS ACTIVITIES - Singing in a choir, being a religious leader, working at a religious camp, and being a religious ambassador are activities liked by people who have a high score on this scale.

BUSINESS - Interviewing people, working in an office, being a manager, and working on a sales campaign are activities enjoyed by salespeople, advertisers, hotel managers, personnel directors, insurance agents, realtors, restaurant owners, and travel bureau agents.

SALES - Doing things that involve selling something to people are included in this area. People who like to be with the public in this way enjoy selling life insurance, real estate, clothes in a department store, or being a buyer/merchandiser. In general there are many types of sales occupations that fit this area.

OFFICE PRACTICES - Typing letters, operating office machines such as typewriters, copying machines or adding machines, and working at a desk are activities measured by this scale. Occupations such as secretary, stenographer, administrative assistant, and receptionist are related to this area.

CLERICAL/CLERKING - Working with files of some sort, often to give information to the public, is related to occupations such as bank clerk, dental assistant, post office clerk, library clerk, and telephone operator.

FOOD SERVICE - Preparing or serving food, planning a dinner for guests, and working in a kitchen, at home or in a restaurant are activities related to being a short order cook, cafeteria worker, food service manager, and waiter/waitress.

OCCUPATIONAL SCALES

The occupational scales compare your answers to those of people in a variety of occupations. Since females and males in the same occupation respond somewhat differently to some of the items on this inventory, occupational scales have been developed separately for each sex. So as to not limit your consideration of a career not presently represented by your sex, your scores on both female and male scales are presented on this profile. Although occupational scales based on the sex corresponding to yours are more likely to be better predictors for you than scales based on the other sex, all scores are presented as extra information for you.

The occupational scales indicate the degree of similarity between your interests and those of employed people. About 2/3 of the workers in an occupation have scores 45 and higher on their own occupational scale. Most people not in the occupation have scores in the average range, 44-26. Scores below 26 generally indicate that your interests do not match those of workers in the occupation.

Research has indicated that people who enter an occupation where they have similar scores tend to remain in that occupation and are more satisfied than if they enter an occupation where they have dissimilar scores. Furthermore, these scores may indicate interest in an occupation that you may not have considered before and they can help you think about various careers. The following scores indicate how your interests match those of males in various occupations.

Please record all the occupations for your sex in the categories below. Obtain this information from the occupational scales on your CAI Profile. You may desire to follow the same procedure for the occupations of the opposite sex.

Very Similar 55+	Similar 54-45	Average 44-26	Dissimilar 25-16	Very Dissimilar 15-0

APTITUDE TEST RESULTS

The test results are recorded in a band instead of a specific point since a person's score may vary and, if this is true, it will probably be within this band should the test be retaken.

GATB

NAME ____________________________________

	Less Than Average Ability	Average Ability	More Than Average Ability
G - General Learning Ability. The ability to "catch on" or understand instructions and underlying principles; the ability to reason and make judgments. Closely related to doing well in school.			
V - Verbal Aptitude. The ability to reason with words both written and oral. Related to scholarship. Used in such courses as English, Social Studies, and Science - also in occupations that require communication with words or in jobs requiring more than ordinary level of responsibility.			
N - Numerical Aptitude. Ability to perform arithmetic operations quickly and accurately.			
S - Spatial Aptitude. Visualize a constructed object from a picture or a pattern. Used in courses such as Drafting and Shop - also in such work as dress designing, architecture and sheet metal work.			
P - Form Perception. Ability to perceive pertinent detail in objects or in pictorial or graphic material. Ability to make visual comparisons and discriminations and see slight differences in shape and shadows of figures and widths and lengths of lines.			
Q - Clerical Perception. Ability to perceive pertinent detail in verbal or tabular material. Ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual error in arithmetic computation.			
K - Motor Coordination. Ability to coordinate eyes and hands rapidly or accurately in making precise movements with speed. Ability to make movement response accurately and swiftly. Probably related to reaction time.			
F - Finger Dexterity. Ability to move the fingers and manipulate small objects with the fingers, rapidly or accurately.			
M - Manual Dexterity. Ability to move the hands easily and skillfully. Ability to work with the hands in placing and turning motions.			

Narrative Summary ____________________________________

____

JOB STUDY GUIDE

Vocational Investigation

The following is an outline to aid you in determining what you ought to investigate under the various areas of a job analysis. Not all areas noted here will apply to every job or job field you study.

A. Nature of the Work

1. What kind of a job is this?

2. What work would I actually perform if I were to enter this field?

3. Why does this sort of work appeal to me?

4. Could I really do this work? If not, why?

B. Personal Requirements

1. What type of interests does this job require?

    a. Do I possess these interests? Yes - No

    b. Do my hobbies bear any relation to the types of interests required by this job?

    c. Could I develop interests such as this job requires? Yes - No

2. What abilities would I have to possess in order to enter and perform this job?

    a. Do I really possess these abilities? Yes - No

    b. How do I know I possess these abilities?

    c. What do my tests indicate?

    d. Could I achieve or learn the skills necessary for this job? Yes - No

3. What type of personality does this job require?

a. What are some personal qualities that would be necessary in this job?

b. Do I possess these qualities? Yes - No

c. If not, could I develop these personal qualities?

4. What are the health and strength requirements of this job? Is average good health enough? Are there any special physical requirements as to height, weight, eyesight, beauty, etc.?

5. What values or attitudes would I have to possess in order to be happy in this type of work? Would the performance of this work cause me to violate any values or attitudes that I possess? Could I adjust to a situation in which I had to change some of my ideals, values, or attitudes?

C. Preparation Required to Enter and Perform this Job

1. What subjects do I need to study?

2. What level and type of education is required? (High school, college, trade school, apprenticeship, etc.) Do my achievements thus far (grades, tests) indicate that I can reach this level of education? Are there any reasons why I cannot reach this level of education?

3. Other Requirements

   a. Union

   b. License

   c. Special examinations

   d. Work experience

Looking for a job

WHERE TO LOOK FOR WORK

News Media

- Newspaper
- Radio
- Television
- News Magazines
- Professional Journals
- Newsletters
- Trade Magazines

Yellow Pages

- Telephone Directory

Word of Mouth

- Friends
- Neighbors
- Relatives
- Co-workers
- Potential Employers
- School Friends

Newsletters

- Large Companies

Special Interest Groups

- Veterans Administration
- Women's Centers
- Women's Organizations (NOW, etc.)
- Chamber of Commerce
- Service Clubs, ex. Kiwanis
- Community Centers
- Minority Groups
- Unions
- Handicapped Organizations

Most Common Methods

- Shotgun letters & resumes
- State Employment Agencies
- County and City Personnel Offices
- Civil Service Commission
- Private Employment Agencies
- Want Ads
- Placing your own ad
- Placement offices - colleges, technical school, trade schools, private schools, etc.

Comments

Most ads appearing under the "help wanted" column are placed by business firms seeking to fill specific positions and are written to attract the right kind of applicant for the job.

Visiting places where you would like to work is an excellent way to make positive contact with prospective employers, and frequently results in employment for the job seeker. This kind of contact shows resourcefulness on the part of the applicant.

Civil Service announcements from all levels of government give details about the job and outline the requirements for applicants. Civil Service announcements in a variety of job categories can be obtained from city governments, state governments, and from the federal government.

Perhaps more jobs are filled by "word of mouth" than in any other way. It's beneficial to have friends or relatives in positions to hear about job openings.

Schools and colleges also have job placement services, and handle much of the detail and contact work for the job applicant -- usually for only a small fee.

Letter of application

Writing the letter

The first sentence in a letter of application is the most important. Get right to the point; tell the employer why you are writing. Highlight your qualifications by mentioning only one. Note in the first paragraph that your personal data sheet is enclosed.

The last paragraph of your letter should tell the employer what you want him to do, and make it easy for him to act. For example, you might say: I would like to have a personal interview. You may reach me at 886-1555.

Consider all Aspects

A job applicant needs to take several factors into consideration. For example, time the mailing of your letter so it will arrive in the middle to the week, since Mondays and Fridays are usually the busiest days in the personnel office.

Refine Your Letter

A prospective employer may discard your letter of application if it lacks appeal. Be certain your letter:

- Is typed, if possible, and in proper form.
- Is neat and legible, whether typed or handwritten.
- Is written in blue or black ink only.
- Is written on clean, plain white paper.
- Is not on odd-size, perfumed, or other unusual stationery.
- That the envelope matches the paper.

Things to Avoid in a Letter of Application

Certain information should not be included in a letter of application -- information an employer doesn't need or want and that won't benefit you in any way. Here are some pointers:

About Yourself

- Don't go into detail about your abilities.

- Don't air personal gripes or secret ambitions.
- Don't talk about your experiences.
- Don't have the attitude that anyone owes you a job.
- Don't fill the page with information about your childhood.
- Don't talk about your military experience.
- Don't imply that you want the job simply because you need it.

About the Job

- Don't say you're not interested in money -- who would believe you anyway?
- Be loyal -- don't criticize your job experiences.

About Other Things

- Don't go into detail; be brief and to the point.
- Don't use postscripts.
- Don't try to impress with words or phrases.
- Don't include unrelated information.
- Close the letter tactfully.

SAMPLE "SPECIFIC" LETTER OF APPLICATION

Route One
Wolf Point, SD 59931

Mr. Bud Black, Manager
Sharp Ford Co.
615 East Street
Watertown, USA 61378

Dear Mr. Black:

In reading the Watertown News and Observer Classified Ad section, I see that you have an opening for an auto mechanic. I would like to be considered an applicant for this position.

I shall graduate (or complete my training) in the spring of this year and plan to move to Watertown very soon thereafter.

I believe with my work experience through the (course name) and my personal interest in the field, I should qualify for such a position. I would definitely want to work with a company that offers as many benefits as you mention in your ad.

If it is convenient for you, I plan to be in Watertown next Friday and would like to talk to you about this position or one similar. I am enclosing a personal data sheet for further inspection. In case you wish to call, my phone number is 947-5624.

Sincerely,

John Brown

SAMPLE "BLANKET" LETTER OF APPLICATION

Route One
Wolf Point, SD 59931
(Present date)

Mr. Robert Dole, Director of Personnel
Memorial Hospital
Sioux Falls, SD 59300

Dear Sir:

I would like to apply for a position in Memorial Hospital as a radiological technician. I will complete my ______________ education in July of 19___. During the last year of my education I was enrolled in the on-the-job training program and trained as a radiological technician in the County Hospital in Wolf Point, South Dakota. I would appreciate your consideration for any position you feel my experience would merit.

I am enclosing a personal data sheet and would appreciate an interview at your earliest convenience.

Sincerely,

Sara Goodfellow

Enclosure

The Envelope

Hobe O'Day
4440 Dakota Drive
Brookings, SD 57006

Mr. Foster E. Wilson
Director of Personnel
The Abercrombie Company
6195 South Hennepin Avenue
Minneapolis, Minnesota 55201

This envelope is addressed in the proper form for a letter of application. The addresses on the envelope should be the same as those on the letter. Abbreviations can be used in your own address, but each word in the prospective employer's address should be written out.

The application form

APPLICATION BLANK

This is an example of an application blank that complies with the latest fair employment practices.

Name________________________________ Date of Application__________________
Last First Middle

Address____
Street, Number or RFD City County State Zip

Social Security Number__________________ U. S. Citizen?__________________

Telephone Number__________________ In case of emergency, who should be notified?

Name__________________ Address__________________ Phone__________

Are you under 18? Yes ( ) No ( ) Over age 65? Yes ( ) No ( )

Position that you are applying for:__________________________________

Rate of salary expected__________ Date available for employment__________

Have you previously been employed by us?__________ If so, when?__________

Education and Training

Circle last year completed 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18-Plus

List schooling beginning with most recent (college, high school, vocational school, etc.)

Name and address of school____

Attended from__________ to__________ Diploma or Degree__________

Major or course__________ Minor(s)__________ Did you graduate?______

Name and address of school____

Attended from__________ to__________ Diploma or Degree__________

Major or course__________ Minor(s)__________ Did you graduate?______

Name and address of school____

Attended from__________ to__________ Diploma or Degree__________

Major or course__________ Minor(s)__________ Did you graduate?______

List names and addresses of three personal references:

____

____

____

What skills, experience, education or qualities do you feel specifically qualify you for the position you are seeking?

____

____

Are you interested in full time or part-time work?__________________

Are you willing to have your present or most recent employer contacted? Yes___ No___

Date__________________ __________________________
Signature

Begin with your present or last work and complete fully, especially description of duties, responsibilities and number you supervised. Include volunteer work.

Employed from__________ to____________ Total yrs._____ mos._____ ____hrs. per week

Position held__________________________ Starting salary_____ Last salary__________

Reason for leaving______________________ Name of employer_________________________

Street_______________________ City__________________ State______________ Zip______

Immediate supervisor___________________________ Title____________________________

Description of duties____

Employed from__________ to____________ Total yrs.____ mos.____ ____hrs. per week

Position held__________________________ Starting salary________ Last salary______

Reason for leaving______________________ Name of employer_________________________

Street_______________________ City__________________ State______________ Zip______

Immediate supervisor___________________________ Title____________________________

Description of duties____

Please give any other information that you think may prove helpful:________________

(Most application forms contain an equal opportunity clause.)

Preparing a resume

Writing the resume

Although similar in nature, a resume' should not be confused with an application. A resume' is prepared by an individual as an initial "selling tool" about himself for a potential employer. It will frequently be submitted BEFORE an individual completes a formal application or has a personal interview.

Generally speaking, an original copy resume' should be prepared for each specific job inquiry. In some cases, however, an individual may wish to prepare a comprehensive resume' to be reproduced in quantity and submitted to a variety of different potential employers. In either instance, two basic rules should be followed:

- A resume' should be limited if possible to two pages unless more information is specifically requested by an employer.
- Any resume' should be accompanied by a cover letter of not more than one page designed to relate specifically to one employer and one work position.

Most resume's contain basically the same categories of information. These include:

- Personal information, such as name, address, age, height, weight, health, marital status, sex.
- Education, including high school and courses from which you graduated, honors, extra-curricular activities, and related courses.
- Experience.
- Outside interests.
- References.

Even though these categories remain essentially the same, their content will probably vary considerably, depending upon an individual's age, experience, educational achievement, and -- most importantly -- the position for which he is applying. Therefore, a number of variables must be taken into account:

Personal Information

Too much personal information is often included in a resumé. Beyond your name, address, age, height, weight, health, marital status, and sex, little additional information is necessary or desirable. There is no need to include your spouse's name, the names of any children or siblings, your parents' names, etc. Even though it is legally not necessary to include your age or sex, to exclude either might lead a potential employer to think that you are trying to hide something.

Education

The length and content of this section depends on where you are in life. The younger you are the less experience you have, and the more detailed you should be about your education. Especially if you are applying for your first full time job, you should develop in reasonable detail a description of those educational programs which you have completed and which would be related to the position you're applying for. This should be done also if you are applying for admission to a specific department or program in a post-secondary school program.

Experience

As with education, the way you outline your experience will be closely related to the amount of work experience you have had. Once you have developed a history of full time work experience, you should include information only about those full time positions. If you have had a wide variety of full time jobs, you would probably only include the four or five most recent ones, OR you may include only those jobs which would be directly related to the position for which you are applying. If you are just starting your career, it is quite proper and advantageous to include at least your most recent part-time jobs. In detailing your work experience, be sure to include the following:

- Name and address of the company for which you worked.
- Name of the position you held.
- The starting and leaving dates of the job.

- A description of your duties if it seems pertinent to your application.
- Your reason for leaving.

Outside Interests

It is in this section that many people tend to give too much information. A potential employer is interested in your outside interests only as they may be related to your performance as an employee. Leadership roles in a school, civic, social, or church organization should probably be of interest. Your membership in a square-dancing club, by itself, would probably be of little interest. An exception to this approach might be found in a resume' prepared to accompany an application to a college. In this case there would probably be greater interest in all of your activities to give more insight into your personality.

References

Be sure to contact anyone you want to use as a reference before you submit his name, and request his permission to do so. Anyone reading a resume' will assume that you have used as references persons who will respond favorably to you. Make sure this is the case. Remember, however, that relatives are not considered reliable references, even if you have worked for them. Try to balance your choice of references to include people who know you well on both a personal and occupational basis. Keep in mind, however, that even though a co-worker may provide a well-written reference, his comments may not carry as much weight as those of a foreman or supervisor who may not know you as well personally.

Skills

Include here only those skills which are directly or indirectly related to the position for which you are applying. Even if you were a skilled plumber, this information would hardly be pertinent if you were seeking a job as a bus driver. However, typing skills could be important in being considered for a job as a journalist. Special care should be taken in preparing this section if you are planning to change the direction of your career. For instance, if you are now employed as a school teacher and you are seeking a position as farm manager, you should be able to demonstrate a background of at least some skills related to farm management.

Example of a Personal Resume'

Personal Information

Name	John W. Barlie
Address	428 Oak, Kampeska Village, S. Dak.
Telephone	(605) 886-0101
Height	6 feet, 1 inch
General Health	Excellent
Marital Status	Single

Education

Graduated from Kampeska Village High School, 1974, in upper 15% of class.
Specialized high school courses included vocational agriculture, four years; distributive education; typing; business law; advanced speech; journalism.
Presently enrolled in first year of two-year Agri-Business program at Lake Area Vocational-Technical School, Watertown, S. Dak.

Honors and Awards

Future Farmers of America State Farmer Award, 1973.
High School honor roll, four years.
American Legion Award Winner, 1972.
Boys State representative, 1972.

Extra-Curricular Activities (high school)

Future Farmers of America, four years; football, three years; junior class play; school newspaper.

Experience

General farm worker, three years.
Distributive Education student at Tractor Supply Co., Watertown, S. Dak., one year.

Seed laboratory assistant, Dakota Seed and Grain Co., Watertown, S. Dak., one summer.

On-job training, Trisco Milling Co., Sioux Falls, S. Dak., in conjunction with present course at the Lake Area Vocational-Technical School.

Outside Interests

Member of a 4-H club since age 9.

City league basketball.

References

Quincy Johnson, Manager, Tractor Supply Co., Watertown, S. Dak.

George Agriman, Manager, Dakota Seed and Grain Co., Watertown, S. Dak.

Arnold Feedman, Manager, Trisco Milling Co., Sioux Falls, S. Dak.

Special Skills

Typing ability, 45 words per minute, electric or manual machines.

Licensed automobile driver. Can operate trucks, forklift, and most agricultural equipment.

The job interview

Job interviews

People are hired because employers need certain services performed, not because people need jobs. So you must think in terms of your value to a prospective employer.

An interview helps both the employer and the employee get a close look at and gain an understanding of each other, and find out if it's to their mutual advantage to work together. The employer wants to find out what your personality is like, how you look and feel, what you say, and what you do.

Your personality is the sum total of what you are; no two people have the same personality pattern. Personal appearance is an important part of your personality, and is subject to your control. A clue to appropriate dress during an interview is what you would wear on the job you are seeking; but cleanliness and neatness is a must in any case. It's important that your clothing fit your body, your total personality, and the kind of work you're applying for.

What you say, how you act, and your expression quite accurately reflect the way you feel. Be a good listener, interested and enthusiastic. Control the tone of your voice, speak clearly, and use correct grammar. Be sure that what you say and the questions you ask are important and related to the interview. How you act is also an excellent personality indicator. So be yourself, relax, and cultivate a friendly manner to help you meet people easily without being nervous.

Arranging a Job Interview

Common ways to arrange a job interview are the letter of application, personal contact, and telephoning.

- The letter of application should be well organized, interesting, and neat. Sentences should be short and to the point. Your letter can help project you as a positive self-confident person. Review the information on letter writing covered earlier in this book.

- Personal contact is an excellent way to arrange for a job interview. It is effective, since meeting the employer or his secretary in person ahead of the interview provides an opportunity to make that important first impression and possibly to get some preliminary items taken care of. An employer likes to have a completed application in hand during the interview, and this personal call is an excellent way to pick up an application blank and printed information about the company. Calling in person is also a quicker and surer way to get a job, since it is more difficult for an employer to turn away a personal caller than to say "no" by letter or by telephone.

- The telephone can be an effective way to get an interview, however, when personal calls are not practical. The caller must know what he wants to say, and must speak clearly and with confidence. Courtesy and a businesslike manner are important.

- Always say that you prefer a personal interview if the person you are calling attempts to conduct an interview over the telephone.

- Be sure you know the interviewer's name and how to pronounce it, and his title. Also be certain of the time and place of the interview. Make notes to prevent forgetting information and having to call back.

- Once the interview appointment is made, thank the person and close the conversation.

Preparing for a Job Interview

The applicant who is prepared for an interview is the one most likely to be hired. The following points may help you hold a successful job interview:

- Learn all you can about the company -- its products or services, kinds of jobs available, hiring policies and practices. Have an idea of the salary scale for the job you are seeking. Keep the interviewer's name in mind.

- Have with you the information a prospective employer will expect you to have. This includes a personal data sheet, work and school records, references who know your work and character, your social security card, diplomas or other evidence of education and training, and other information that might be important to the employer.

- Be ready to state what you have to offer an employer. Outline the training you have had, the kind of job you want, what you can do, and what you have done.

- Have clearly in mind the reasons why you want to work for the company interviewing you. Try to match your skills and interests with the needs of the company. Keep in mind the opportunities you see for yourself.

- Be appropriately dressed and groomed, well rested, and display a healthy attitude. Arrive a few minutes early, carry a pen, and go alone. Having a friend or relative along shows a lack of confidence, and might keep you from getting that job. Be yourself and be confident.

- Be courteous and sincere from the moment you arrive for the interview. The receptionist or secretary is often asked her opinion of an applicant.

- Creating a good impression lies in being friendly without being talkative; being patient if you have to wait. Give the receptionist your name and the name of the person you are to see, explaining that you have an interview appointment. Don't be fidgety or chew gum. Look and act your best.

During the Interview

Introduce yourself to the interviewer if the secretary doesn't, and remind him why you are there and tell him the specific job or kind of work you are seeking. Give brief answers to questions, and don't stray from the subject. You will usually have an opportunity to ask questions near the end of the interview. Questions you might ask could concern what the job involves, advancement opportunities, salary, working hours, vacation and sick leave, insurance and other fringe benefits. Don't linger when the interview ends; thank the individual and leave.

What to Do

Here are some hints on what you should do and how you should act during a job interview.

Be yourself -- be natural, as poised as possible. Sell your qualifications, not your need for the job. Look and be pleasant, and speak clearly. Look at the interviewer and answer all questions -- even if they seem too personal. Let the interviewer lead the discussion and control the interview.

Be realistic concerning salary. Don't give the impression that salary is your only interest; save this topic until last. But if the end of the interview is near and salary has not been discussed, ask what the salary range is and then pinpoint what your salary would be if hired.

Sell yourself to the interviewer by focusing attention on your strong points, but don't hide your limitations. Tell what you are doing to improve yourself. Stress your interest in your work.

Thank the interviewer as you leave, and write down the time and place of future contacts concerning the job you are applying for.

What an Employer Looks For

An employer is interested in you as a person — your appearance, your personality and character, your interests and activities, and how you express yourself.

Health, grooming, dress, and enthusiasm combine in your personal appearance. Personality and character are reflected in maturity, friendliness, sincerity, poise, self confidence, and in several other traits.

Personal interests and activities involve your hobbies, cultural and recreational interests, participation in community affairs, and awareness of current news events.

Keys to self expression are the ability to think and speak clearly, preparation, response to questions, and the questions you ask.

When the Interview is Over

Several things need to be done after an interview. If an individual told you about the job opening, you should tell him about the outcome of the interview. The prospective employer should be sent a brief letter thanking him for the interview. Again express your interest in the job, if you are still interested. If hired, say that you are looking forward to starting work for that firm at the designated time.

References also deserve a written or personal thank you for their services. If an employer follows up the interview with a letter offering employment, respond at once with your answer of acceptance or rejection. Give your reasons why you are or are not accepting the job.

When other employment is accepted, notify the other firm you applied with as well as the person who referred you.

If you don't get the job you applied for, and this may be the case, evaluate the interview and try to see what changes or improvements you need to make for future job interviews. It takes determination to find the kind of job you want.

An interview follow-up letter should be brief and simple. It could be written in this format:

Your Address
City, State
Date

Interviewer's Name
Company Name
Street Address
City, State, Zip

Dear Mrs. Parks:

Thank you for the time and consideration given me during the job interview Wednesday afternoon.

The secretarial position we discussed interests me very much, and I feel that I can be of service to your company.

I hope that you will consider my qualifications.

Sincerely yours,

(your signature)

(If letter is typed, type
your name here)

EXAMPLES OF OPEN-ENDED INTERVIEW QUESTIONS

What kind of work do you do best?

What kind of work are you looking for?

Tell me about the work you have been doing.

Please describe in detail the kind of work you did in your last job.

What would be the ideal job for you?

What part of your work have you enjoyed the most in the past?

What part of your work have you enjoyed the least? Can you give me examples?

What subjects did you enjoy the most in school? The least?

What other kinds of jobs can you do other than the one for which you are applying? What other skills do you have?

What sort of hobbies do you have that you think would make good fulltime employment?

What have you done in (school, work, community) that you are most proud of?

In what ways have you sought to improve yourself throughout your career?

What machines can you operate?

What do you think are your strongest qualities, skills, and abilities?

What things irritate you the most in working with other people?

What kind of people do you like to work with?

How do you like to be supervised?

What experiences have you had in handling people? In supervising others?

To you, what are the characteristics of the ideal boss?

What are your goals in the next five years (ten, fifteen)?

How do you intend to reach them?

What do you want to know about the job for which we are considering you at this time?

What do you hope to find in this position working for us that you don't have now?

How do you challenge yourself?

Why have you left your former jobs?

Describe the type of criticism most frequently made of your work by former employers.

Why did you choose to follow that course of study?

Why did you drop out of school?

What have you been doing since you left your last job?

What did you learn while in school that you were not taught in the classroom?

Negative Factors That Could Lead To Rejection

1. Lack of care for personal appearance.
2. Overbearing - overaggressive - conceited - superiority complex - know-it-all.
3. Inability to communicate.
4. Lack of planning for career - no purpose and goals.
5. Lack of interest and enthusiasm - passive, indifferent.
6. Lack of confidence and poise.
7. Failure to participate in activities.
8. Overemphasis on money - interest only in best dollar offer.
9. Poor scholastic record - just got by.
10. Unwilling to start at the bottom - expects too much too soon.
11. Makes excuses - evasiveness - hedges on unfavorable factors in record.
12. Lack of tact.
13. Lack of maturity.
14. Lack of courtesy - ill mannered.
15. Condemnation of past employers.
16. Lack of social understanding.
17. Marked dislike for school work.
18. Lack of vitality.
19. Fails to look interviewer in the eye.
20. Limp, fishy handshake.
21. Indecision.
22. Friction with parents.
23. Sloppy application blank.
24. Merely shopping around.
25. Wants job only for short time.
26. Little sense of humor.
27. Lack of knowledge of field of specialization.
28. Parents make decisions for him or her.
29. No interest in company or in industry.
30. Emphasis on whom he knows.
31. Unwillingness to go where we send him or her.
32. Cynical.
33. Low moral standards.
34. Lazy.
35. Intolerant - strong prejudices.
36. Narrow interests.
37. Poor handling of personal finances.
38. No interest in community activities.
39. Inability to take criticism.
40. Lack of appreciation of the value of experience.
41. Radical ideas.
42. Late to interview without good reason.
43. Never heard of company.
44. Failure to express appreciation for interviewer's time.
45. Asks no questions about the job.
46. Indefinite response to questions.

Handling the job

What to expect on the job

It is normal to have some fear, apprehension or "nervousness" about beginning new employment. But there is usually little reason for such feeling, as most employers are careful to introduce new help to their duties and to their fellow workers.

As a new employee, you can expect the following from your employer:

- An explanation of all rules and regulations affecting you.
- Introduction to other employees.
- Information about the amount and kind of work you are expected to do, and how it is to be done.
- Information about hours, pay, vacations, fringe benefits, etc.
- Loyalty to employers, which may include penalties or discipline for being late, disregarding safety rules, and for disobeying orders.
- Treatment as an individual, with criticism given privately in a courteous, helpful manner.

Since some employers are more thoughtful and considerate than others, there is bound to be variation in the way employees are handled. Regardless of the circumstances, build a good work record and earn a good recommendation for a better job. And it's always unwise to quit one job before a better one is in hand.

What to do on the job

- Always be ahead of time.
- Give value plus in exchange for your salary.
- Do your best.
- Stick to the job and keep busy.
- Get enough rest to do your work well.
- Learn the names of fellow workers and key people in the organization.
- Be patient.
- Learn your job before seeking advancement.
- Listen to and follow instructions.
- Observe how other employees do their jobs and ask them for suggestions and help when needed.
- Learn the rules and regulations of the organization.
- Have a plan of operation - be systematic.
- Be an attractive and agreeable person.
- Keep clean, neat, and well groomed.
- Control your emotions.
- Don't neglect tact and courtesy.
- Have a positive attitude at all times.

Getting a raise or promotion

It takes time, hard work, determination, and initiative to get a raise or promotion. The following steps can help you get a salary increase or a better job within an organization:

- Have evidence of the quality and quantity of your work.
- Show how you have benefited the organization, and how you have advanced in performing your duties.
- Explain why you like your job and why your performance merits advancement consideration.
- Your past performance must demonstrate your ability to get along well with others.
- Be specific in what kind of promotion or salary increase you want. Your desires must be in line with your interests, experience, and preparation.

Most jobs have possibilities that may not be apparent to the employee. An employer often points out these possibilities when a raise or promotion is requested, rather than granting the request outright. The request may be met by a modification or with a proposal for a salary increase or promotion sometime in the future. It is usually best to accept such an offer. And the employee should also be prepared to hear "no" for an answer.

How to leave a job

Leaving a job is much more than just quitting. You will gain an employer's lasting respect by showing him the same consideration you would want if you were to be dismissed from a job. Your past employer's good will is necessary when it comes to getting a new job. His recommendation is important. And who knows, you might want to work for him again sometime! Future employers are always interested in your past employment, and the way you leave a job forms an important part of your work record.

Here are some things that should be considered when leaving a job:

- Tell your employer, either orally or in writing, when you plan to leave.
- Most employers expect a notice of two weeks or more. One week is probably minimum notice for leaving any job. The employer needs to find and sometimes train a person to fill your job when you leave.
- Give your reason for leaving. Rather than giving a negative, fault-finding reason, it is usually better to express a positive reason. This could be your desire for more advancement opportunity, an opportunity to earn more money, or a decision to change occupations or get additional education.
- Tell your employer about the knowledge and experience you have gained working for him.
- Express your appreciation for the opportunity to have worked for your employer -- regardless of your reason for leaving.

- When resignation is made by letter, it should be typed on white paper and enclosed in an envelope with the employer's or supervisor's name on it.

- The letter should be personally given to the employer, and the employee should remain while it is read. There will always be comments.

- Here are some do's to remember when resigning from a job:

  tell why you are leaving
  do as good a job on your last days as on your first
  express your appreciation
  tell the things you liked about the job
  see your employer on your final day of work

- And here are some don'ts:

  don't "tell anyone off" or express dissatisfaction
  don't criticize your employer to anyone
  don't slack off in your work after you resign

Letter of Resignation

To: Steven W. Smith

From: Susan Johnson

Date: September 3, 1977

Subject: Resignation as Secretary

This is to inform you of my resignation as receptionist and termination of employment with the Ralston Company effective Friday, September 3, 1977.

While I have enjoyed my duties and my association with Ralston, I have decided that I can best reach my personal goals by returning to the University this term to further my education.

My experience with the Ralston Company will be valuable to me in any future work situation. I appreciate the opportunities for work and learning which my association with Ralston gave me.

Sincerely yours,

(your signature)

(if letter typed, type
your name here)